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ACCURACY AND CONFORMITY IN TEACHER ROLE, VOLUME 6--STUDIES ON
THE ROLE OF THE PUBLIC SCHOOL TEACHER.
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CONFORMITY TO PERCEPTIONS AND ROLE COGNITIONS ATTRIBUTED BY TEACHERS TO PUPILS, PARENTS, SCHOOL OFFICIALS, AND OTHER TEACHERS WAS STUDIED. PROBLEMS INVESTIGATED INVOLVED THE ACCURACY OF SIGNIFICANT TEACHERS' SOCIAL PERCEPTIONS OF OTHERS AND PROBABLE BEHAVIOR OF TEACHERS IN ROUTINE SCHOOL SITUATIONS. A SELF-EXPLANATORY QUESTIONNAIRE WAS PRESENTED TO TEACHER RESPONDENTS, AND THE COMPILED DATA WERE THEN RELATED TO FINDINGS OF POSITIONAL DIFFERENCES FROM EARLIER ROLE STUDIES (ED 002 851, ED 002 986, ED 003 034, AND ED 003 035). SIGNIFICANT AND SYSTEMATIC DIFFERENCES WERE REPORTED FOR ACCURACY AND CONFORMITY TO TEACHER ROLE PERCEPTIONS. POSITIONAL DIFFERENCES WERE RATED AND INTERPRETED FOR--(1) THE SHARING OF COGNITIVE PROPERTIES, (2) EXPLICIT OR IMPLICIT INVOLVEMENT OF POSITIONAL MEMBERS INDICATING FREQUENCY OF INTERACTION, AND (3) A COMBINATION OF COGNITIVE PROPERTIES SHARED AND INVOLVEMENT OF POSITIONAL MEMBERS WEIGHTED TO ESTABLISH SOCIAL DISTANCE BETWEEN POSITIONS. (WN)

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ACCURACY AND CONFORMITY IN TEACHER ROLE

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Volume 6 - STUDIES IN THE ROLE OF THE PUBLIC SCHOOL TEACHER

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The University of Missouri
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FOREWORD

In July 1958, a program of research on the role of the public school teacher was inaugurated at the University of Kansas City. This program has had three broad objectives:

1. To pursue role theory and aid in its development as a sophisticated system of analysis in social psychology.
2. To study extensively and empirically the role of the public school teacher.
3. To explore the relationships between teacher role and the problems of teacher recruitment.

These objectives have required a variety of activities. To date, staff members have engaged in: (a) The development of a consistent set of terms and distinctions applicable to role theory; (b) The systematic review of the published literature on role theory and on empirical studies of educational roles; (c) The development of methodology applicable to the study of roles; (d) The collection of interview data from respondents in the Kansas City metropolitan area in four field studies covering various aspects of the role of the public school teacher; and (e) The development and testing of hypotheses that will contribute to an empirically verifiable and propositionally structured role theory.

This volume is one of several which are submitted to the Cooperative Research Program as a Final Report. It examines the perception of and conformity to role cognitions attributed by teachers to four other relevant positions, pupils, parents, school officials, and other teachers. Unlike previous volumes in the series, this one examines the findings primarily in terms of social distance hypotheses stated in Chapter I. Subsequent chapters report the findings relative to (1) the accuracy of teacher role attributions and (2) the extent of teacher conformity to those inter-positional attributions. Since the methodology utilized for this study differs somewhat from that utilized for previous volumes, the matter was dealt with separately in Chapter II. We are able to report significant and systematic differences for teacher accuracy and teacher conformity. These differences are then interpreted with regard to the social distance hypotheses and additional findings are explored for both role theory and the role of the public school teacher.

In part, this research program has been supported by the Cooperative Research Program of the Office of Education, Department of Health, Education, and Welfare through two research contracts, one granted to the University of Kansas City and one granted to the University of Missouri to which the project moved in September 1960. Additional support of the program is now being provided by the Office of Naval Research (Group Psychology Branch).

Other Final Report volumes are also available from this research program. These are organized into two series. The numerical series deals with findings from our empirical investigations of teacher role in Kansas City. The alphabetic series is concerned exclusively with role theory, methods, and bibliographic reviews. A general outline of reports, either already available or in preparation, is provided in Figure i.i on the following page.

Some materials within this volume will assume a prior acquaintance with Volume 1 - Orientation, Methods and Materials (see Figure i.i). Whereas the casual reader will find that this volume may be read for findings and interpretations, the serious reader who is concerned with methods, assumptions and samples is urged to acquire a prior familiarization with Volume 1.

Paul F. Green
Bruce J. Biddle
April, 1964.

GENERAL OUTLINE - STUDIES IN THE ROLE OF THE PUBLIC SCHOOL TEACHER

Series I - THEORETICAL, METHODOLOGICAL AND BIBLIOGRAPHIC STUDIES

- A - Role Theory and the Methods of Role Analysis
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- C - A Program for the Processing of Ordinal Data and Computation of Significance for Selected Central Tendency Differences.
- D - Bibliographies on Role Methodology and Propositions.

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- 3 - Positional Differences in Teacher Role
- 4 - Role of the Teacher and Occupational Choice
- 5 - Own and Attributed Cognitions for the Teacher
- 6 - Accuracy and Conformity in Teacher Role

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CHAPTER I

INTRODUCTION

The Problem

The problems investigated in this report involve the accuracy of teachers' social perceptions of significant others and the probable behavior of teachers in situations that are routine in most public schools. The purpose of this volume is to explore the extent to which accurate social perceptions and probable teacher performances are contingent upon the amount of social distance between positions characteristically involved in the social networks of our public school system. Among other things, such research promises to provide guidelines for improving communications between positions presumed to fill necessary functions for the society at large.

Educators and others have frequently assumed that the role of the public school teacher consists of cognitive consensus among the four positions investigated in this study. In short, it is generally assumed that the teacher role is seen by significant others in the same way regardless of positional affiliation. From this point of view teacher problems are often attributed to teacher inability or incompetence.

Extensive research reported in earlier volumes of this series and elsewhere has amply demonstrated the shortcomings of such assumptions 3, 15/. Widespread disagreements, concerning expectations and values held for teacher performance, were found to exist between pupils, parents, school officials, teachers and others. The existence of such disagreements was taken as evidence of role conflict because they create potential problems for teachers. These findings concerning conflict in the teacher role suggest that many problems of role performance stem not just from teacher inabilities but also from converging incompatible role cognitions in areas crucial to the teacher role. (The interested reader should consult Volumes III, IV, and V 3/.)

The positions investigated, namely, pupils, parents, school officials, and teachers, were chosen on the grounds that they were likely to influence or otherwise be relevant to teachers. Given such widespread disagreement among significant others, the problem of accurate social perception obtrudes as a crucial area since the inaccurate perception of others' role prescriptions may further complicate the problem of "satisfactory" role performance. Even if the teacher can accurately perceive the conflicting norms and expectations of others, whose role prescriptions shall be chosen as most relevant? Teachers may even perceive conflicts where none exist and hence create phantom problems. The existence of such situations may have consequences in job satisfaction and turnover among teachers. The results of studies focusing on role perception and performance can produce findings of practical relevance to educators as well as to social scientists.

Previous studies in this series were generally concerned with the many possible relationships between teacher role cognitions held by various persons or positions in a social network of relations, and the role behavior of teachers. A consistent definition of teacher role, as a set of related cognitions held by teachers and various others for the teacher position, was used for the entire study. In this volume patterns of teacher role perceptions and conformity to those perceptions are examined as a function of social distance between teacher respondents and significant others in four different social positions. It is hypothesized that social distance is a prime determinant of the accuracy of attributed cognitions. Attributed cognitions are then cast in the role of an intervening variable influencing the teacher's choice of behavioral alternatives. The accuracy of teacher role perceptions focuses on the correspondence between teachers' estimates of others' definitions of the teacher role and the actual definitions held by those significant others. Conformity to role perception is indicated by the teacher's choice of behavioral alternatives in relation to matching cognitions attributed to others.

Four empirical field studies were conducted in the greater Kansas City metropolitan area in which various aspects of teacher role were studied. This volume is based primarily on the data gathered in the fourth and last of these studies. In the three earlier studies the sample of school teachers used was not large enough to provide reliable estimates of teacher role perception and conformity. On the other hand, data gathered from those studies did provide reliable estimates of existing role conflicts among the four positions mentioned. Consequently, one of the major aims of this study was to assess the way in which teachers in Kansas City perceived and handled those role conflicts. As a result, the data gathered for this volume involved only public school teachers as respondents.

The particular variety of role conflict investigated in this volume is referred to as inter-positional role conflict 2.4.6/. This conception of role conflict is calculated to test the significance of positionally attributed individual cognitive orientations at a most tenuous level. Few if any studies have undertaken to demonstrate the behavioral relevance of specific cognitive orientations among members of large multi-person positions. Further, the authors have found no studies which jointly investigate role perceptions and conformity to role perceptions.

Conceptual Distinctions

A brief summary of distinctions used in the study of the public school teacher role is given for the casual reader. Distinctions developed for this particular volume are discussed in greater detail. The serious reader is referred to Volume A 2/ of the series for an extended discussion of role concepts.

Level of Cognitions. Two levels of cognitions, own and attributed, are involved in this study of role perception and conformity. Own cognitions are simply those cognitive elements reported by observers and held for themselves and others. Attributed cognitions are role elements held by observers and attributed to others. For example, the statement, "School officials expect a great deal of cooperation from teachers," is an attributed expectation by an observer for the position of school official. Own and attributed cognitions may not coincide and are often independent. In this volume the own cognitions of all four positions found in the previous studies are used to establish the relative accuracy of teacher attributed cognitions gathered for this study.

Persons. Distinctions about persons and positions are required to differentiate who behaves towards whom, who holds cognitions about whom, and in what circumstances of positional membership. A Subject person or position is distinguished as one who holds cognitions about self, other, or about a position. An Object person is one who exhibits behaviors about which cognitions are held. A Target person or position, towards whom behavior is directed by an object person, can be distinguished from Audience persons, towards whom behaviors are not directed but who are in a position to observe the object person behavior. A Position is a set of persons who exhibit similar characteristics, who are treated similarly by others, or for whom a cluster of unique cognitions are maintained either by themselves or by others. Of particular importance for this study of role perceptions are Sentient Object others to whom subject persons, such as teacher respondents, attribute cognitions.

In this study of teacher role perception teacher subjects were asked to attribute cognitions for the teacher role to sentient object others including other teachers. In the various backgrounds described in the questionnaire we find members of all four positions involved in the various specified situations in ways that these person distinctions were found useful. Pupils for instance are frequently involved in these situations as targets of teacher behavior (the object person). On the other hand parents and school officials are less often targets and when involved they tend to be merely audience to teacher behaviors. All positions are treated as sentient object others. Since this latter term refers to persons in generalized kinds of circumstances, a further distinction was made between sentient object others who are members of the primary or teacher position and the alter positions which include school officials, parents, and pupils. The distinction is only hueristic, and introduced for the sole purpose of clarifying references for the reader. The data gathered for this fourth study are exclusively concerned with the viewpoint of the primary position--the position attributing and perhaps also experiencing role conflict.

Type of Cognition. Only two types of cognitions are dealt with in this volume. Attributed expectations and norms are compared with the own expectations and norms held for the teacher by members of all four positions. An expectation is a belief concerning the characteristics most likely to be manifested by a person or position. For example, parents might expect that teachers do a great deal of disciplining of pupils in the classroom. Such an example provides no information relevant to the values (normative preferences) parents hold for such behaviors. Expectations may not provide information relevant to actual behaviors unless it is assumed that the expectation is also veridical.

A norm is a value oriented cognition about the characteristics of a person or position. Parents might like for teachers to do only a moderate amount of disciplining pupils in the classroom. Norms may be either positive or negative. In this study only positive norms similar to the above example were used. Norms do not provide information about the beliefs people hold nor do they tell us any more about actual teacher behaviors than expectations.

In this volume attributed expectations and norms consist of beliefs held by teachers about the own norms and expectations held by members of the four sentient object positions studied. Following the example above, teachers may inaccurately attribute to parents the expectation that teachers will in fact do only a moderate amount of disciplining pupils in the classroom and accurately attribute to parents the norm that teachers like to do only a moderate amount of disciplining pupils. The study of expectations, own and attributed, should provide information about the stereotypes people hold about teachers. The study of norms should provide information relevant to the standards people hold for teachers and the study of attributed norms should provide comparable information relevant to the standards that teachers believe others hold for teachers.

It is assumed that norms and expectations are basic elements of the teacher role held both by teachers themselves and by members of other positions connected with the educational system. The central focus of this volume is on subject-teachers who attribute cognitions to sentient object others, which includes both the primary and alter positions. One of the previous role studies (see Volume III of the series) gathered information concerning the own norms and expectations held for teachers by members of various positions. This study compares those own cognitions with cognitions attributed to them by teachers. It should be noted that cognitions, whether norms or expectations, can be held for persons in any role circumstances but are always held by individuals rather than by groups or positions.

Characteristics of Teachers. By far the most ubiquitous characteristic of persons in role statements, and the only one investigated in this volume, are their behaviors. Behavior refers to any overt act being carried out by a teacher. Behaviors are considered to be individual, observable, molar events, bounded by time, and consisting of meaningful action taken by a person. The behaviors referred to in this volume are based on reports of what teachers

would actually do in any specified background. Both cognitions and behaviors are reported for identically structured role statements.

Backgrounds. Behaviors are given a special significance by the settings and situations in which they occur. All frameworks for cognitive statements thus include some background specifications for the behaviors they place in context. Background statements would include references to a setting and social situation. A setting is a location in physical space consisting of a behavioral environment and including its manipulable parts whereas a social situation refers to a pattern of social behavior tending to involve all persons in a given setting and reappearing at stated intervals over time.

The fundamental elements of role theory dealt with in this volume involve cognitions and behaviors. A set of derived concepts are developed with which to compare these basic elements and ultimately to hypothesize relationships between them. The two kinds of derived concepts to be emphasized in this particular analysis of role perception and conformity are (1) terms of comparison and (2) concepts for the analysis of social distance.

Comparative Concepts. The comparison of role elements involves assumptions about the focus of each element on an identical position, content framework, and cognitive orientation. The term, cognitive orientation, refers to the type of cognition (norm or expectation) being compared; and a content framework is simply a pre-scaled behavioral map which includes the five basic dimensions of a complete role statement. Of the many comparative terms available in the role literature only those germane to this particular study are defined here. A more comprehensive set of derived terms and concepts can be found in Volume A 2/.

Accuracy. A second order attributed cognition is judged as accurate if it is similar to the first order own cognition it purports to map. The comparison of cognitions attributed by teachers to others with the own cognitions actually held by those others is a measure of teacher accuracy. The extent to which teachers accurately attribute cognitions held by others for teacher behavior is operationally defined as the fit between cognitions teachers report attributing to pupils, parents, school officials and teachers, and the mean own cognitions reported by members of those positions in the Role Study.

No less important for the analysis of role perception and conformity is the comparison of cognitions and behavior.

Veridicality. A cognition is judged as veridical if it is similar to the object person behavior it purports to map. Both own and attributed cognitions can be judged for veridicality. Since all cognitive levels and orientations dealt with in this study are assumed to be subjectively held behavioral maps, they can all be judged for the relative "adequacy" with which they fit teacher behavioral reports. A veridical cognition is operationally defined as the fit between either the teacher's report of an attributed or an own cognition, and an identically scaled behavior report.

Conformity. A behavior is said to conform if it is similar to a cognition mapping it. Conformity is the inverse of veridicality. It is operationally defined as the fit of a reported behavior against any reported cognition. This study focuses on the extent to which teacher reported behaviors conform to the attributions they report making as individuals to sentient object others. Regardless of the accuracy of a teacher attributed cognition, the behavior reported by the same teacher can be judged as conformity to the attribution if the two are similar.

Role Conflict. Two or more cognitions are said to provide potential for conflict if they are incompatible and applied to the same object person. Cognitive disparities from any two positions related to the teacher and focusing upon the teacher position could create problems for the teacher. Two types of conflict, existent and perceived, are investigated in this volume.

Existent Role Conflict. Role conflict exists for an object person or position when two or more own cognitions held by other persons or members of positions jointly focus on that object person or position and are disparate. Existent conflicts are operationally defined as significantly disparate mean reports of own cognitions held by sentient object others for teacher behavior. Existent role conflicts can be distinguished from perceived conflicts where subject persons in the primary position merely attribute disparate cognitions to sentient object others for the behavior of primary position members.

Perceived Role Conflict. Role conflict is perceived if two or more disparate cognitions are attributed by a person to others which jointly focus on an object person or position. It is possible, of course, for role conflict for the teacher position to be perceived by anyone. Only role conflicts perceived by teachers themselves, members of the object position, are studied. Perceived role conflict is operationalized by comparing the attributed cognitions reported by teachers for any two or more other positions.

Note that the above definitions make existent and perceived role conflict independent in both conceptual and operational definition. Thus the study may be seen as an attempt to compare three distinct types of data: existent role conflict for the teacher, perceived role conflict for the teacher, and reported teacher behavior.

Social Distance and Teacher Role

Social distance is defined as the combined product of (1) shared attributes such as positional membership and cognitive sharing; and (2) frequency of interaction between positional members in situ. The conception of social distance used in this study is elaborated below in greater detail. Let it suffice to say here that social distance is conceived as an independent variable which is in turn dependent on a combination of contributing factors that determine (1) the relative potential for inter-positional communication, (2) the probability that communication will occur and (3) the resulting accuracy of attributions and conformity to those behavioral standards. The distance rational developed for this study was based on a conceptualization of the problem supported by some findings from the literature as well as from the Role Study. Studies have demonstrated that people hold differential preferences for interaction with others, based on actual and attributed similarities and differences 10/. It was felt that a breakdown of positions in terms of their similarities and differences, using data drawn from the Role Study, would provide sufficient grounds for the assessment of inter-positional distance and thereby allow prediction to the relative accuracy of inter-positional role perceptions and the relevance of sucl perceptions for role behavior. At issue then is the utility of the concept of position in an investigation of role perception and behavior, where positions were a composite of large multi-person, discontinuous, but similarly inter-related networks of socially significant units. The basic research questions were, to what extent does membership in more or less socially distant positions affect the accuracy of role perceptions and role behavior of teachers?

Before attempting an explicit answer to these questions, it is necessary to establish the criteria used for assessing the relative distance between positions from the viewpoint of primary position members. One particular conception of social distance was utilized for the assessment.

Review of the Literature. According to Helen Peak's 13/ review of theory and research invoking the concept of social distance, there are extant a variety of unresolved problems, such as the relative magnitude of distances between scaled psychological properties or between multi-dimensional objects such as persons or positions.

> Nevertheless, it is clear that people do find it possible to judge the degree of similarity between complexes [e.g. multi-dimensional objects] and this implies a commensurability between properties [or objects] that makes it possible to compound them. We do ask and answer questions, such as, how much alike are Joe and John? How different are Negroes and white people? Moreover, there are systematic investigations, . . . which have obtained meaningful results from judgments of the similarity or distance between multi-dimensional objects (pp. 338-339).

At least one systematic investigation (Hays, 8/) has demonstrated the feasibility of obtaining meaningful results from judgments of similarity or distance between multi-dimensional objects. In an experimental study of attraction and attitude similarity, Newcomb 9/ found that scores of agreement on a veritable potpourri of issues turned out to be nearly perfect predictors of sociometric patterns of association, once individuals had had time to accurately assess one another's attitudes. These findings seem to substantiate Helen Peak's theorizing that distance is a composite of at least two different kinds of psychological distance: (1) the sharing of common properties and attributes and (2) the actual association, i.e., contiguity, of events, parts of events or persons, whether or not they share properties. Newcomb's findings support Peak's first assumption that relations stemming from association only are not as close as relations stemming from shared properties, since early sociometric structuring among a group of subjects who had not previously met was not predictable from scores of agreement and did not contribute to the eventual sub-structuring of cliques (pp. 183-184). It should also be noted that apparently the initial pattern of associations contributed little or nothing to the reduction of differences between persons whose attitides were intially disimilar. Peak's second assumption states that in general: "When both shared properties and association contribute to a relation, the distance will usually be seen as shorter than when only one or the other source of relationship is present" (p. 339). In sum then, Peak concludes that the "strength" or distance of relations between objects, persons, or other multi-dimensional complexes depends on the temporal frequency and implied probability of their continued association as well as the extent to which these objects share common properties.

Although these assumptions were intended for a different sort of analysis, they are commensurable with a technique employed in this study (see Chapter II) for assessing the actual relative distance between positions investigated. Findings of the previous role study were drawn upon along with the findings of other pertinent studies (1) to establish the extent to which positions shared certain properties and (2) to establish the probable frequency of interaction or association between positions.

In the earlier role study, investigators (Biddle, Rosencranz and Rankin Volume IV 3/), offered two hypothetical explanations for the existence of disparities between own and attributed cognitions that are suggestive:

1. Differences may indicate that respondents are misinformed about the cognitions actually held by sentient object others.
2. Differences may arise because the sentient object others (teacher and school official subjects) give acceptable answers to role measuring instruments rather than an honest estimate of the cognitions they hold (IV, 69-70).

The latter alternative would suggest that teachers are both hypocritical and expedient and was intuitively rejected by the investigators. The first explanation was accepted as more likely to be the valid explanation, and hence, that social distance might account for the bulk of misinformation attributed to sentient object others. A social distance hypothesis was specified in a thesis by Hays (7/), based on the frequency of interaction between members of sentient object-positions, but was not significantly confirmed. Goals for this study were twofold: (1) to collect adequate new data for the analysis of teacher attributed cognitions and (2) to develop a more appropriate conception of social distance bearing directly on the problems of accurate social perception and role conformity.

A combination of three contributing factors was conceived as providing a rough index of the amount of social distance separating the four positions. These factors were (1) the potential for communication (shared cognitive properties), (2) the frequency of interaction, association, and (3) the resulting utilization of communicative potential (indicative of relational strength). The three factors listed are in their probable order of significance for limiting the extent to which teachers can obtain the necessary information requisite to drawing accurate inferences about the cognitions of sentient object others. The method used for rating our four positions is dealt with in Chapter II. Considering the impact of these factors on interpersonal relations, it is possible to state certain general propositions governing social distance from the viewpoint of persons in the primary position such as teachers.

1. Where primary position members share similar frames of reference with alter position members, the probability of communication between them is increased, despite infrequent association, and social distance is less than where no sharing exists. Conversely, where primary and alter position members lack shared frames of reference, the probability of communication is reduced, despite more frequent association, and social distance is greater than where sharing exists.

2. The variance of association frequency operates to increase probable communication and reduce social distance between primary and alter position members, where it is increased within the limits on communication established by shared frames of reference. Where sharing is not extensive, increased

association operates to reduce social distance less effectively than sharing but depending on the extent of sharing.

3. The combined impact of extensively shared frames of reference and great frequency of association between primary and alter position members insures the full utilization of communicative potential, increases the strength of inter-personal and inter-positional relations, and thereby eliminates social distance as an effective relational dimension.

These propositions are congruent with the assumptions made by Peak: (1) that relations based on sharing are closer than those based on association and (2) that relations based on both sharing and association are closer than relations based on only one relational source. It is necessary to apply these propositions to existing inter-personal relations among teachers themselves and between teachers and members of alter positions.

Accuracy of Role Perceptions

A set of specific propositions were developed focusing on the effect of social distance on the accuracy of teacher role perceptions. The foregoing review of theory and findings in the literature were intended to clarify the relational sources of distance pertinent to assessing the relative distance between the positions studied in this study.

1. Since teachers are object persons performing the behaviors in question and occupying the focal position, they were assumed to be more closely associated with members of their own position than with members of any alter position. Furthermore the frame of reference shared by teachers necessarily sets the standard for determining the extent of sharing with alters. It was

consequently assumed that teacher utilization of intra-positional communicative potential, would increase the strength of teacher relations so as to eliminate distance as a relational dimension. Teachers will therefore perceive the cognitions of other teachers more accurately than those of any alter position.

2. School officials share the teachers' frame of reference extensively but are not as frequently associated with teachers in backgrounds as other teachers. It is apparent that the potential for teacher-school official communication is not as extensively utilized as in relations among teachers. Parents share the teacher frame of reference less extensively than school officials and are associated with teachers in backgrounds less frequently than school officials. The apparent potential for inter-positional communication favors greater utilization of teacher-school official potential than teacher-parent potential. Teachers will therefore perceive the cognitions of school officials more accurately than the cognitions of parents.

3. Parents share the teachers' frame of reference partially, in contrast with pupils who share no cognitive property sufficiently well. Since pupils merely interact with teachers more frequently than parents, teacher-parent sharing was assumed to create a greater potential for communication, and to make teacher-parent relations less distant than teacher-pupil relations. Teachers will therefore perceive the cognitions of parents more accurately than the cognitions of pupils.

It should be apparent that an attempt was made to differentiate the relative distance between positions rather than the degree of distance separating positions. The general and specific propositions are not sufficiently elegant nor the rationale sufficiently complete to warrant any presumption of precision. For the four positions studied, it was possible to specify only the relative distance from teachers in a complete rank order. Thus, the four positions are presumed to fall in the order: teachers, school officials, parents, and pupils with respect to the ability of teachers to perceive their cognitions accurately.

The following general hypothesis was summarized from the preceding general and specific propositions:

Hypothesis I:

As the social distance between teachers and others increases, the accuracy of attributed cognitions decreases.

From the four positions studied there were six possible comparisons made between paris of positions. Comparisons may be arranged so that a more distant position is always compared with a less distant position, in that order. As a result, the following seven specific predictions were derived from general hypothesis I:

1.1 Teacher attributed cognitions to parents and pupils will be less accurate than cognitions attributed to school officials and teachers.

1.2 Teacher attributed cognitions to pupils will more often be less accurate than cognitions attributed to parents.

1.3 Teacher attributed cognitions to pupils will more often be less accurate than cognitions attributed to school officials.

1.4 Teacher attributed cognitions to pupils will more often be less accurate than cognitions attributed to teachers.

1.5 Teacher attributed cognitions to parents will more often be less accurate than cognitions attributed to school officials.

1.6 Teacher attributed cognitions to parents will more often be less accurate than cognitions attributed to teachers.

1.7 Teacher attributed cognitions to school officials will more often be less accurate than cognitions attributed to teachers.

A variety of findings from the earlier role study, as well as in the literature, give these hypotheses an aura of tenuousness. In a study of Massachusetts school superintendents (Gross, Mason, and McEachern 6/), it was found that officials frequently distorted norms and expectations held for teachers when speaking in public. Consequently, teachers who are most surely aware of such statements and not necessarily aware that they are distortions of officials' private views may well be misled concerning the extent of cognitive sharing between teachers and school officials. Role Study data revealed that both community members and school officials were pluralistically ignorant, i.e., they privately held more liberal norms and expectations for teacher behavior than they attributed to people in general (see Volume IV 3/). The probable explanation for school official distortion lies in the general state of pluralistic ignorance which allows a minority of conservatives to hold sway as majority opinion. School officials, rather than enter into public controversy, may be avoiding perceived conflicts which do not exist. It is therefore not with certainty of confirmation that greater accuracy is predicted

for teacher attributions to school officials than to parents and pupils.

It is possible that the shared frame of reference utilized largely by adults is sufficiently sophisticated to exclude pupils from this most salient realm of discourse. If this were the case we might expect that teachers who are required to both communicate and associate with pupils on a daily basis would develop a capacity for translating and understanding the salient pupil frame of reference which would in turn provide teachers with the pertinent information for assessing pupil norms and expectations. Unlike Newcomb's subjects who could freely associate and disassociate, teachers have chosen to associate with less sophisticated pupils and are then required to continue the association as a condition of their incumbency. Teachers might therefore attribute more accurately to pupils than to parents.

Teachers are furthermore seldom involved in specified backgrounds as targets or observers, and the assumption that their position as object persons gives them greater information about other teachers is perhaps in error. Teachers are divided into primary and secondary school teachers and could not be expected to be equally familiar with all the situations studied. In short, the criteria used for assessing relative social distance is far from complete. In addition, from this brief review of the many possible outcomes of inter-personal relations where multiple sources of relational strength exist, it should be apparent that the theory developed for this study is far from elegant. There remain unanswered basic questions about the way in which multiple sources of relational strength actually combine to produce degrees of distance.

Relevance of Social Distance for Behavior. All positions investigated in the previous role studies, including school officials, shared some distorted notions about the norms and expectations of others. Pluralistic ignorance concerning the role of the public school teacher was one of the most pervasive findings of the entire study (Biddle, Rosencranz, Tomich, & Twyman, 5/). Findings indicated that, regardless of the subject position on which one focused, cognitions attributed to people in general and school officials, tended to be less accurate and less veridical than own cognitions. Considering the apparent lack of inter-positional interaction and association, it is plausible to assume that teachers are frequently forced to rely on sterotypic notions about the norms and expectations of alters if not other teachers as well. In circumstances where social perceptions are not readily checked for error, through association or other exposure, teachers are at liberty to construe the cognitions of others so as to facilitate or justify their own behavior.

It seemed reasonable to propose that when pluralistically ignorant teachers lacked adequate means of communication with alters, role perceptions would often be construed in relation to the differential relevance of alter positions and without regard to the accuracy of such role perceptions. The relevance of teachers' positionally attributed cognitions is established in terms of inter-positional distance. The more distant a position the less relevant the cognitions attributed to it for teacher behavior.

Biddle, Rosencranz and Rankin (Volume IV 3/) have suggested two key factors in the social circumstances of teachers which deserve consideration: (1) The apparent lack of inter-positional communication and interaction and (2) The lack of a strong professional organization which could set and enforce standards for teacher behavior. If the second circumstance tends to make teachers vulnerable to external pressures, the first circumstance tends to make the teacher role situation ambiguous. Given both vulnerability and ambiguity, teachers may cognitively compensate for the lack of well defined situations by manufacturing less relevant inter-positional differences between themselves and the most distant positions and by avoiding more relevant interpositional differences between themselves and less distant positions. The avoidance of conflict with the more relevant, least distant positions, may be accomplished through distortions of attributed cognitions, by conformity, or by both.

Conformity to Role Perceptions

Before deriving any hypotheses, the reader should be reminded that individual teacher behaviors are being considered in relation to positionally attributed cognitions. Most models for the study of role conformity and role conflict resolution focus rather on individuals faced with similar or disparate role prescriptions held by particular others, who are more or less influential persons (Bates, 1/; Thomas, Galinsky and Norris 14/). The model either assumes or constructs conditions wherein the primary or focal person has been confronted with or made aware of the norms and expectations actually held by others. Conformity or conflict resolution is then possible through either the achievement of concensus or the conformity of the focal person to own or other's behavioral prescription.

The case for an inter-positional model of conformity to role prescriptions makes somewhat different assumptions about the social structure of the situation.

It is assumed that positionally attributed cognitions are stereotypes which bear some significant relation to the behavior of the perceiving primary position member which is comparable to inter-personal relations specified in the individual model. The model for conformity to positionally attributed cognitions, used in this study, postulates that the life space mechanisms of individual teachers allows them to interiorize attributed norms and expectations as if they were social facts. Unlike the individual model, however, it is not assumed that teachers are aware of existent conflicts or similarities between role cognitions actually held by others or that inter-positional relations can be equated with situations where individuals interact with one another in readily observable settings. The fact that teachers as a whole may show some significant tendency to report behavior that conforms to one or the other sets of positionally attributed cognitions does not imply that conforming teachers accurately perceive existent positional conflicts or similarities and then make some rational decision favoring one alternative over another. The difference between the individual and inter-positional models for role conformity parallel the differences between conformity in primary and secondary reference groups. In short, the wider range of social pressures which may effect the behavior of individual members of large occupational reference groups are more diverse thereby forcing the analyses of interiorized occupational role prescriptions to a higher level of generality.

The proposition that teachers will conform more to cognitions attributed to the least distant, most relevant, position states in effect that teachers are positionally identified with other teachers more often than with any alter position.

It is nonetheless possible that teachers identify with alter positions or identify with no position. The rather tenuous assumption made here is that cognitions attributed to the primary position derive their greater relevance for teacher behavior from the common role circumstances of teachers rather than from any individual circumstances of teachers.

The differentiation of relative distance between pairs of positions made for the accuracy hypothesis (see p. 17) also obtains for the role conformity hypothesis. The following general hypothesis was summarized from preceding propositions.

Hypothesis II:

As the distance between teachers and others increases, conformity to attributed cognitions decreases.

Comparisons made for hypothesis II are identical with those made for hypothesis I. The following seven specific hypotheses were derived from general hypothesis II:

2.1 Teachers will conform less to cognitions attributed to pupils and parents than to cognitions attributed to school officials and other teachers.

2.2 Teachers will conform less to cognitions attributed to pupils than to cognitions attributed to parents.

2.3 Teachers will conform less to cognitions attributed to pupils than to cognitions attributed to school officials.

2.4 Teachers will conform less to cognitions attributed to pupils than to cognitions attributed to other teachers.

2.5 Teachers will conform less to cognitions attributed to parents than to cognitions attributed to school officials.

2.6 Teachers will conform less to cognitions attributed to parents than to cognitions attributed to other teachers.

2.7 Teachers will conform less to cognitions attributed to school officials than to cognitions attributed to other teachers.

It should be observed that general hypotheses I and II are not strictly parallel. Hypothesis I merely predicts a greater frequency of more accurate perceptions of other teachers whereas hypothesis II predicts the greatest conformity to teacher perceptions of other teachers. Unlike hypothesis II, the predictions of hypothesis I should involve some significant reversals of the predicted direction of accuracy. This follows from the fact that, for specific behavior items, the two dimensions of social distance will vary for some position(s) and in turn modify the effective social distance between two positions for that item. The source of predictive error stems from the probable variation of effective social distance resulting from positionally selective sharing and interaction for the particular behavioral items studied. The incompleteness of the social distance rationale allowed no sufficient grounds for specifying on which behavioral items the direction of teacher accuracy would be reduced or reversed as the result of such variation on the distance dimensions. It was anticipated that our findings would reveal some distinctive patterns, based on either the content of the behavior items, the selectivity of the settings for inter-positional interaction or some other readily apparent characteristics associated with the items studied, that would be valuable for future studies of social perception.

For the conformity hypothesis, however, the predictions should involve no significant reversals of the predicted direction. The sources of error associated with effective social distance and accuracy do not enter the conformity situation. Since teachers are reporting both attributed cognitions and teacher behaviors, the hypothesis predicts a tendency among teachers that involves only the life spaces of responding teachers. As previously stated, the conformity hypothesis is based on a proposition that other teachers generally constitute the position least distant and most relevant to teachers. If this is a valid supposition then teachers should be free to distort the cognitions attributed to own or other positions so as to maximize the veridicality of cognitions attributed to the teacher position.

Hypothesis III:

> The predicted relationships for social distance and accuracy will show some reversals (due to variations in effective social distance) whereas the predicted relationships for social distance and conformity will show no reversals.

It should be apparent, however, that confirmation of the second hypothesis is in no way dependent on confirmation of the first. Whether teachers are accurate or inaccurate in attributions to other teachers should in no way effect the extent of teacher conformity to those attributions. Since it is probable that some distortion of attributed cognitions will occur particularly in situations where conflicts exist between more relevant others, the distortion should facilitate teacher conformity to cognitions attributed to teachers.

CHAPTER II

METHODOLOGY

Introduction

Since this study is adjunctive to earlier volumes in the series, its methods were similar. The same sample of schools and many of the same questionnaire items were used (see Volume I of the series). Its methods differed in the size of questionnaires, the manner of collecting data, the extent of inquiry, and the techniques of data analysis. Whereas instruments for the earlier volumes were cast in the form of group interview schedules administered to a great variety of respondents during lengthy sessions, the present study used a questionnaire form designed to be self-explanatory to teachers and to require not more than a half hour to complete. Where the previous studies involved interviews with members of all positions, the fourth study gathered interviews only from teacher respondents.

Ratings for Inter-Positional Social Distance

The data for rating the amount of social distance between pupils, parents, school officials, and teachers were based primarily on findings of positional differences from the earlier role studies. The method used involved rating the positions for a combination of three factors conceived to provide a rough index of the amount of social distance between teachers and others. Only the relative social distance of alter positions was rated so as to rank positions as more or less distant from the primary or teacher position. The three factors rated were: (1) the sharing of cognitive properties, which established a degree of potential for primary-alter position communication, (2) the explicit or implicit involvement of positional members in each background item, which indicated the probable frequency of interaction and association between primary and alter positions, and (3) a combination of both factors weighted to valve cognitive sharing with teachers over interaction and association with them, which was relied upon to establish relational strength or the amount of social distance between positions, ranked from the viewpoint of teachers.

Theoretically, the three factors are listed in their probable order of significance for limiting the extent to which teachers can obtain the information requisite to drawing infrrences about the cognitions of sentient object others. For the purposes of this particular study the factors provide both a potential for communication and the utilization of that potential. Inter-positional communication was thus proposed as the primary mode of establishing inter-positional social distance. Hence, it was hypothesized that accurate social perception was dependent upon the amount of social distance between primary and alter positions i.e. upon variations in inter-positional cognitive sharing and interaction-association.

Inter-positional Sharing. Various threads of evidence concerning cognitive sharing were drawn upon to establish the potential for inter-positional communication. Most of the evidence for rating this important factor was based on an evaluation of the volunteered content usage by the positions investigated (see Volumes III and V of the series). Table 2.1 provides a simplified summary of inter-positionally shared cognitive properties.

Table 2.1

Extent of Inter-Positional Sharing of Teacher Cognitive Properties

Positional Comparisons	Cognitive Properties Volunteered Action Frameworks	Held Similar Role Elements	Volunteered Similar Content Frameworks
Pupils-Parents	Pu < Pa*	Pu < Pa	Pu = Pa
Pupils-School Officials	Pu < SO	Pu < SO	Pu < SO
Pupils-Teachers	Pu < T	Pu < T	Pu < T
Parents-School Officials	Pa = SO	Pa < SO	Pa < SO
Parents-Teachers	Pa = T	Pa < T	Pa < T
School Officials-Teachers	SO = T	SO < T	SO = T

*The unequal sign indicates that one position was less like teachers than the other. Only the relative sharing of teacher cognitive properties is reported since no precise quantification of sharing was possible. Data for this table were drawn from findings in Volume IV of the Role Study.

Teachers serve as the baseline from which to judge the extent of dissimilarity between any two positions. The differences between positions for volunteered content usage can be described as follows:

1. All adult positions (teachers, school officials, and parents) tended to use the more appropriate action frameworks to describe teacher behavior whereas pupils tended to rely on pseudo-feature and trait frameworks.

2. School officials shared more role elements with teachers (held similar norms and expectations for teachers) than parents and parents shared them to a greater extent than pupils. School personnel tended to be similar with regard to shared role elements whereas parents fall between school personnel and unsophisticated pupils.

3. The degree of institutional orientation further divides school personnel from parents and pupils. School officials and teachers, as agents of the institution tended to volunteer content frameworks for the subjective evaluation of teachers that focused on teacher instructional ability and competence. Parents and pupils, on the other hand, volunteered content frameworks focusing on teacher behaviors supportive of pupils.

The evidence for shared cognitive properties shows school officials and teachers share a distinctively salient frame of reference in contrast with parents who share it partially and pupils who do not share it at all. These findings are corroborated and complemented by Jenkins and Lippsitt (9/) who found (1) that pupils were far more concerned with parent and teacher fairness and (2) that the reciprocal focus of parents and teachers with regard to pupils was placed on "obedience" and "respect for authority." The study indicates that the complementary relations between teachers and pupils and between parents and pupils is similar and tends to dominate both dyadic relations.

Interaction and Association. A crude index of teacher-alter association and interaction was developed for the purpose of estimating the frequency and implied probability of observable interaction. The sole bases for estimates of this interaction were derived from the background descriptions in the thirty items of behavior used in the questionnaire (see Appendix A). The extimates were made utilizing two basic criteria of teachers' potential involvement with others for specified backgrounds: (1) the likelihood that teachers and alters would be present or associated in the same backgrounds and (2) the likelihood of interaction between teachers and sentient object alters in any specified background. Table 2.2 summarizes the estimates made using these criteria.

Teachers are present in all backgrounds and are, as object persons (persons who exhibit behaviors about which cognitions are held), assumed to be more familiar with each background and to interact with other teachers concerning these backgrounds more frequently than with other sentient object positions. Pupils are almost as frequently present in the backgrounds as teachers (26/30) and are quite probably involved in the implied interaction both as targets of teacher behaviors and as an audience. School officials are present in the backgrounds about half as often as are teachers and generally seem to be involved merely as audience persons. It would be misleading to assume, however, that school officials are only half as familiar with backgrounds as teachers. Our index of interactive frequency does not tap the extent to which teachers and school officials discuss and report classroom activity. Parents are the positional members least likely to interact with teachers. They are seldom present in backgrounds (8/30), and when they are present they are usually there as an audience rather than as targets of teacher behaviors. Again the index does not consider the extent to which parents and teachers may discuss activity in other backgrounds. Without presuming any great degree of exactitude the index is assumed to be minimally indicative of the relative degrees of interaction and association between the primary and alter positions and for the behavioral items in question.

Table 2.2

Probable Extent of Positional Involvement in Setting-Situations

Behaviors in Setting-Situations	Item	Teach*				Pupils				Sch.Of.				Parents				Form
		F	1	2	3	F	1	2	3	F	1	2	3	F	1	2	3	
Watching pupil study in class	1	X	1			X		2	3									A
Supervising pupil test in class	2	X	1			X		2	3									
Singing along during class	3	X	1			X		2	3									
Ignoring misbehaving pupils in class	4	X	1			X		2	3									
Keeping pupils quiet in library	5	X	1		3	X		2	3	X			3					
Speaking out at PTA in auditorium	6	X	1		3					X		2	3	X		2	3	
Policing halls	7	X	1		3	X		2	3	X			3					
Disciplining pupils-basketball game in gym	8	X	1		3	X		2	3	X			3	X			3	
Visiting other teachers on playground	9	X	1	2	3	X			3	X			3					
Cooperating-other teachers in school	10	X	1	2	3	X			3	X			3					
Visiting other teachers in study class	11	X	1	2	3	X			3									B
Watching for cheating during class test	12	X	1			X		2	3									
Having pupils solo during class sing	13	X	1			X		2	3									
Telling misbehaving pupils to stop	14	X	1			X			3									
Doing own study in library	15	X	1		3	X			3	X			3					
Attending PTA in auditorium	16	X	1		3	X			3	X			3	X			3	
Allowing pupils to explore in laboratory	17	X	1			X		2	3									
Kibitzing basketball game in gym	18	X	1		3	X		2	3	X			3	X			3	
Supervising on playground	19	X	1		3	X		2	3	X			3					
Cooperating with principal in school	20	X	1		3	X		2	3	X		2	3					
Reading own books in study class	21	X	1			X			3									C
Leaving room during class test	22	X	1			X		2	3	X			3					
Grading papers during class sing	23	X	1			X		2	3									
Threatening pupils misbehaving in class	24	X	1			X		2	3	X			3					
Choosing books for pupils in class	25	X	1			X		2	3									
Visiting parents during PTA in auditorium	26	X	1		3					X			3	X		2	3	
Being partisan-football game on field	27	X	1		3	X			3	X			3	X			3	
Doing menial tasks-basketball in gym	28	X	1		3	X			3	X			3	X			3	
Disciplining pupils in cafeteria	29	X	1		3	X		2	3	X			3					
Participating in community-out of school	30	X	1	2	3				3	X		2	3	X		2	3	

*Under each position the left-hand column has an X if members of the position are likely to be present in the background; the right-hand columns are numbered according to the extent of positional involvement in the background: (1) Object persons, who give role performances (teachers only), (2) Target persons (persons who have teacher behavior directed at them), (3) Audience persons (persons who are merely present in backgrounds and capable of observing or being observed). Items 1-30 (Forms A, B, and C) correspond to the Questionnaire items in Appendix A.

Relational Strength

The third factor effecting social distance positions or members of one position is a product of the scope of sharing and the frequency of interaction. The extent to which these two dimensions are present or lacking in interpersonal relations determines the extent of communication and thus also the strength or distance in relations between persons or positions. The potential for communication is established where similar frames of reference are held. A shared frame of reference exists for persons or positions where similarly focused cognitive properties, such as role frameworks, orientations and content, are similarly salient. By salience, we refer to the prominence of certain cognitive properties in the life space of persons, which are not necessarily important. Whereas the potential for communication exists if and only if frames of reference are shared, actual communication depends on the utilization of this potential. The potential is _utilized_ when frequent association and interaction permit continuous communicative acts between persons who share extensively. Where extensive sharing exists but association and interaction are infrequent, the latent potential for communication is _non-utilized_.[1]

Instrument

A set of questionnaires was devised using thirty hypothetical items of teacher behavior. For each item norms and expectations were attributed by teachers to four sentient object positions. Each item called for teacher behavior in specified physical and social contexts. A complete list of behavioral items used and an example of the form can be found in Appendix A. The thirty unique items were divided, ten each, among three otherwise identical forms of the questionnaire (designated A, B, and C). The threefold division of the instrument was intended to reduce the time needed for its completion by requiring a teacher respondent to deal with 1/3 of the total list.

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[1] Sociologically speaking, such potential for inter-positional communication can be viewed as part of the latent structure of the social system capable of motivating members of more or less distant positions towards increasing the strength or solidarity of interpositional relations, see Talcott Parsons, _The Social System_, Glencoe, Ill., Free Press, 1951, p. 99.

The Sample

The fourth study used the same sample of fifty schools selected for the earlier role study. All schools were located within the Kansas City metropolitan area, which encompasses five counties in two states (Missouri and Kansas) and which included 406 individual public schools at the time the original data were collected. By matching area characteristics, the fifty school sample was randomly selected within four community types until the sample closely approximated characteristics of the total school population throughout the area. A more comprehensive discussion of the sample can be found in Volume I of the series.

As previously noted, the earlier sample of teacher respondents was insufficient for reliable analysis of teacher role perception. To remedy this situation it was decided to utilize the same stratified random sample of schools for the express purpose of obtaining interviews from all teachers in the school sample.

Data Collection. Out of the original sample of fifty schools, forty-eight were still in operation and provided teacher respondents. One of the schools had been closed as a result of consolidation, and another small rural school was never located by investigators. (Not even the Board of Education which claimed jurisdiction could locate it!) Of a potential total sample of 960 teacher respondents, 655 (or 68 per cent) actually responded and were divided fairly evenly among the three forms of the questionnaire: 223 for Form A, 211 for Form B, and 221 for Form C.

For the distribution of questionnaires to all teachers, the investigators personally delivered a larger than sufficient number to the principal of each school. Each school was also given an equal number of Forms A, B, and C. Attached to each questionnaire was a pre-stamped envelope addressed to the Social Psychology Laboratory of the University of Missouri. Each respondent was instructed to complete the form privately, seal it in the envelope personally, and drop it into the nearest mailbox. Every questionnaire bore a number which identified the school so that investigators could ascertain the exact representation of each school in the sample. In the process of delivering questionnaires and revisiting schools to encourage greater participation, the original estimates of the total teacher population were checked and rechecked against the staff roles of each school. The responses of individual teachers, however, remained anonymous to all interested parties including the investigator.

Data Analysis

Cognitive Accuracy. A simple determination of the accuracy of teacher role perceptions was based on disparities between cognitions attributed by teachers to parents, pupils, school officials or other teachers and the own cognitions actually held by members of those positions. Mean scores (for the own cognitions) for each position were taken from the earlier study (see Volume III, Appendix C) and were used as the criteria for determining accuracy. Mean scores were then rounded off to the nearest scale point value, and teachers' attributions to each position for each item were then subtracted. Values of ranked disparity scores were tabulated which ignored sign, i.e., if the mean score of a position for a particular item had a scale point value of three, attributions of three would yield a disparity of zero whereas attributions of two or four would yield a disparity of plus or minus one, and so on up to plus or minus two. If, however, the scale point value of an own cognition was either one or five, values of disparity scores could be obtained as high as plus or minus four. This fact created a problem of comparability between differentially ranked values of disparity scores. The problem was partially resolved by making all sets of disparity values comparable where necessary: disparity scores for any comparison between two differentially ranked sets were reduced to the maximum value of the smaller scale by summing the more disparate scores of the larger scale at the point of greatest disparity for the smaller of the two. It was feared that a statistical comparison between unequally ranked sets of attributed disparities would be distorted, either for or against hypothesized relationships.

After statistically comparing ranked values of attributed disparities, the investigators examined all comparisons to determine whether significant differences appeared between attributions to any two, more or less distant, positions. All comparisons between the four positions, including the combined disparity ranks for pupils and parents against those for school officials and other teachers, were examined to determine the relative accuracy of teacher role perceptions. Each comparison was also examined to determine the direction of the most accurate perceptions, since this direction was specified in hypotheses 1.1 through 1.7.

Subsequent to the analysis of the accuracy data described here, certain shortcomings of the methodology became apparent. These shortcomings introduced some biases in the results reported in Chapter III. Techniques to defeat these biases were developed and are described in Appendix B. Results of additional analyses using the corrective techniques were only slightly different from findings reported in Chapter III. However, additional tables of results are also to be found in Appendix B.

Conformity

To determine the extent of teacher conformity to role perceptions, a quite different set of disparity scores were tabulated. Rather than rounding off mean attributed cognitions to the nearest scale point value, it was decided to subtract each identically scaled behavior report from the cognitions attributed to each position. Thus values of disparities were tabulated which again ignored sign, but which obviated the problem of comparability. Obviously each set of ranked disparity values had an equal chance of obtaining rank five, since behavior scores for each teacher were subtracted from an appropriate value attributed by that same teacher. The disparity scores do not tell us where the average teacher attribution or behavior was on the five point scale, but they indicate rather the relative power of positionally attributed cognitions to predict teacher behaviors.

After statistically comparing the ranked values of behavioral disparities, the investigators examined all dyadic comparisons, between attributions to more or less distant positions, to determine whether significant differences occured in the predicted direction. Again, all possible comparisons between the four positions were examined, including the combined disparity ranks for pupils and parents against those for school officials and other teachers, to determine the relative efficacy of positionally attributed cognitions for predicting teacher behaviors.

Data Processing and Computation. The data was punched and verified directly from the questionnaires onto IBM cards for processing. Two separate sets of four cards each were made up for each respondent. For the accuracy study four cards per respondent were made up each of which included teacher attributed norms and expectations for each of the four sentient object positions. For the conformity study, four identical cards were made up, but they included teacher reported behaviors as well. Mean scores, representing the own cognitions of each position, were rounded off to the nearest scale point value and then punched onto the accuracy decks alongside teacher attributed cognitions. From these primary data cards new decks of cards were punched on an IBM Calculating Punch (602A) made up from disparities between attributed and own cognitions on the accuracy decks, and disparities between attributed cognitions and behaviors on the conformity decks. Contingency tables, (1) which revealed relationships between teacher attributions to each position and mean own cognitions held by those positions and (2) the relationships between teacher attributions and reported behaviors, were prepared on the IBM 402 Tabulator. By plugging in the IBM 514 Summary Punch it was possible to simultaneously print out contingency tables on the 402 and a corresponding deck of secondary cards on the 514 where each summary card represented one line of the contingency tables. These secondary cards were then fed into a Burroughs 204 Datatron Computer for statistical computation. The program for preparing sets of secondary cards and for their statistical computation can be found in Volume C of the series (2/).

All computation of data was done on a Burroughs digital computer to expedite the analysis where N was large and numerous comparisons were made. Differences in the ordinal scaled data in this study were tested for significance of difference using the Mann-Whitney z_U statistic. The z_U test is a measure of the difference in central tendency between two ranked sums of non-parametric data; roughly comparable to a *t* test, it does not assume normality of underlying rank distributions or equal intervals between ranks. Results presented in the following chapter are based upon significant Mann-Whitney z_U comparisons. A complete discussion of the statistic and a digital computer program can also be found in Volume C.

Limitations of the Data and Findings

Any study or research project seeks, ideally, the objective of providing complete explanation and total coverage of the areas being studied. That this is seldom achieved is easily demonstrated particularly in the behavioral sciences. This study, like others, suffers from limitations and assumptions that require specification.

1. The areas of teacher behavior specified in the thirty content frameworks of the questionnaire can by no means be presumed to exhaust the range of significant behaviors, persons, or backgrounds that may or may not create role conflicts for teachers.

2. With the exception of a single question given only to teachers (Form C3--Volume I and Appendix A of this volume 3/) actual behaviors of teachers were ignored. The study assumes that teachers' reports of behaviors are merely more indicative of probable teacher performances than expectations and norms.

3. It is assumed that role is a cognitive rather than a behavioral phenomenon.

4. The lapse of two years between the collection of cognitive data concerning existent role conflicts for teachers and the data concerning teacher attributed cognitions, reported in this volume, throws some doubt upon the validity of our findings for accuracy and conformity.

5. The sample of teachers and schools was limited to a midwestern metropolitan area, and it is not known to what degree this area is representative of the entire country.

6. Certain shortcomings in the analysis of the accuracy data and the means for correcting such shortcomings are dealt with at length in Appendix B.

CHAPTER III

THE ACCURACY OF ROLE PERCEPTIONS

The accuracy of teacher role perceptions was determined by an analysis of the amount of disparity between the cognitions attributed by teacher respondents and the own cognitions held by pupils, parents, school officials, and teachers. The data for attributed cognitions were gathered on pages four through seven of the questionnaires (Appendix A) where both attributed expectations and norms were obtained. The data for own expectations and norms held by members of the four sentient object positions were gathered in previous studies.

Findings reported in this chapter concern the accuracy of teacher attributed cognitions where both conflict and non-conflict situations exist between teacher roles held by members of all four positions. The significance of difference between ranked disparity scores was computed using the Mann-Whitney Z_u statistic and the two-tailed test of significance.

General Findings for Accuracy of Role Perceptions

Table 3.1 displays the number of significant and non-significant differences for accuracy of teacher attributed cognitions found when paris of ranked disparity scales for four sentient object positions were compared for thirty items of teacher behavior. The table vertically discriminates the findings by cognition type and the direction of accuracy. Columns discriminate the degree of distance separating positions on the proposed

Table 3.1

Distribution of all Significant Differences for
Accuracy of Teacher Cognitive Attributions

		1.1	1.2	1.3	1.4	1.5	1.6	1.7		
Direction of most Accurate Attributions		Pupils + Parents X Sch. Off. + Teachers	Pupils X Parents Δ = 1	Pupils X Sch. Off. Δ = 2	Pupils X Teachers Δ = 3	Parents X Sch. Off. Δ = 1	Parents X Teachers Δ = 2	Sch. Off. X Teachers Δ = 1	Totals	
Predicted (p < .05)	E	15	3	8	15	10	15	7	73	179
	N	19	14	18	21	11	15	8	106	
No Test	E	13	21	18	12	17	11	14	106	185
	N	9	14	11	5	18	10	12	79	
Reversed (p < .05)	E	2	6	4	3	3	4	9	31	56
	N	2	2	1	4	1	5	10	25	
Predicted Minus Reversed	E	13	-3	4	12	7	11	-2		
	N	17	12	17	17	10	10	-2		
Totals	E	30	30	30	30	30	30	30	210	420
	N	30	30	30	30	30	30	30	210	
		60	60	60	60	60	60	60	420	

Note: Columns are labeled to correspond with positional comparisons in specific hypotheses 1.1 through 1.7. Rows discriminate the direction of teacher attributed accuracy, and the total of all findings in the predicted direction. E = Attributed Expectations, N = Attributed Norms, Δ = the difference between the positions compared according to the proposed scale of social distance.

social-distance scale, and the inter-positional comparisons labeled 1,1 through 1,7 correspond to specific hypotheses from Chapter II.

3.11 A total of 420 comparisons were made between positionally attributed cognitive disparities, of which 235 or 56 per cent were significant at $p < .05$; 179 (or 43 per cent) in the predicted direction, and 56 (or 13 per cent) in the reversed direction. Attributed norms accounted for 56 per cent of all significant findings and approximately 60 per cent of all findings in the predicted direction. Hence, expectational disparities were less significantly differentiated than normative disparities. The greatest disparities for number of significant differences found between attributed norms and attributed expectations occured for comparisons between pupils and all other sentient object positions. This kind of disparity between the distributions of significant differences for the two cognition types was not formally anticipated in the statement of hypotheses.

3.12 The largest number of significant comparisons occured for attributions to pupils and teachers (1,4), the pair of positions hypothesized to be most distant from one another. The fewest number of significant comparisons occured for attributions to pupils and parents (1,2) and to parents and school officials (1,5). The latter comparisons involve positions that are least distant from one another, or in other words, involve positions adjacent to one another on the proposed scale of social distance.

3.13 Since the accuracy hypotheses did not make unique predictions for each cognition type, the implied prediction was that attributed norms and expectations would be similarly differentiated and similarly accurate. Findings for the comparisons involving pupils (columns 1.2-1.4) did not support this implied prediction. Expectations attributed to pupils showed a tendency to be less significantly differentiated in the predicted direction than attributed norms. Hence significant findings for the two cognition types involving comparisons with the pupil position were numerically uncorrelated. The more distant the   of positions compared from the teacher position the more uncorrelated were the findings for attributed norms and expectations. The finding is most evident for the attributions to pupils and parents (1.2) where norms attributed to parents were considerably more accurate than those attributed to pupils, but expectations attributed to pupils were more accurate than those attributed to parents! If we consider the findings for cognition types separately, then this latter finding for attributed expectations was a complete reversal of the predicted pattern. It is worth noting, however, that expectations attributed to pupils and parents were more often non-significant than norms attributed to them, and more often non-significant than expectations attributed to any other position. Thus, by putting aside the issue of cognition type, the prediction of greater cognitive accuracy to parents than to pupils was confirmed.

3.14 The clearest reversals of the predicted pattern of teacher accuracy for norms and expectations attributed to school officials and other teachers (column 1.7). The findings reveal that teachers were more often accurate to school officials than to other teachers. The finding held for both types of cognitions. The numerical disparity between significant differences in the reversed and predicted direction was not large, but the total of all significant differences was larger than for any other comparison between positions adjacent to one another on the proposed scale of social distance (cf. columns 1.2 and 1.5). Attributed norms were more significantly differentiated than attributed expectations, but again the difference was slight. Some possible interpretations of this finding are discussed in Chapter V in connection with consideration of the relevance of role content.

3.15 For significant differences in the predicted direction, there was a tendency for the number to increase as the degree of social distance, between positions on the proposed scale, increased. The tendency was more consistent for attributed norms than for attributed expectations. Both cognition types whether considered separately or in sum, showed the same tendency. Thus where teachers were accurate in the predicted direction, the degree of social distance between positions compared apparently influenced the extent to which inter-positional relations were accurately perceived.

3.16 Significant differences for accuracy in the reversed direction showed some tendency to compliment findings in the predicted direction. Thus significant differences tended to increase in number as the degree of distance between positions decreased, and teachers were increasingly more accurate to the alter position least distant from themselves.

Considered by cognition type, however, the tendency for reversals was not consistent. Only for comparisons between alters and teachers did attributed norms and expectations reveal parallel increases in the number of significant differences as the proposed degree of distance decreased.

3.17 The findings indicate that comparisons between alter positions can be considered apart from comparisons between alters and teachers. Both sets of comparisons revealed that the number of significant differences for teacher accuracy in the predicted direction increased, as the proposed amount of distance between the positions increased. Considering the sum of the distances from teachers for any two positions, however, the two sets of comparisons show different patterns of teacher accuracy. For the alter-teacher set, the amount of distance from teachers influenced the extent to which teacher accuracy was significantly differentiated: The more distant the pair of positions from the teacher position the greater the number of significantly differentiated comparisons and the greater the number of significant differences in the predicted direction. For the alter-alter set, no such patterns of differences were found.

3.18 In general, teachers tended to be more accurate about the norms of others who were least distant, but, when teachers were more accurate to a more distant alter position, they were most often more accurate about the expectations of alters. The implications of this finding are elaborated in Chapter V. Let it suffice to say that teachers apparently become more accurate to more distant others as a result of their experiences or interaction with others in the backgrounds, and that these experiences most often influence teachers' perceptions of others' expectations. This finding is completely consistent with the social distance rationale in that teachers apparently adjusted their perceptions of others' reality orientations most often when alters were least distant from teachers. The exception to this otherwise consistent pattern provides the clearest indication that reversals of the social distance prediction can best be accounted for in terms of teacher experience. A glance at Table 3.1 will show that comparisons involving expectations attributed to pupils tended to be independent of the predominant pattern. Thus teachers tended to perceive more accurately the expectations of the position with whom they most frequently interacted in spite of the fact that they perceived pupils' norms least accurately of all.

3.19 It is apparent that the amount of social distance (a) between alters and teachers, and (b) between the alter positions compared, had a distinct relationship with the accuracy of teacher attributed cognitions in the predicted manner. But it is also apparent that social distance is not the only predictor of greater accuracy since teachers were more often accurate to school officials than to other teachers.

These findings indicate that, although teachers were more accurate to school officials and teachers than to the more distant pupil and parent positions, teachers nonetheless tended to distort the own cognitions of the least distant others within a more limited range. Two general findings stand out at this point; (1) Teachers were less accurate to the more distant pupil and parent positions but tended to see them as holding similar cognitions for teacher behavior. (2) Teachers were more accurate to the less distant school official and teacher positions but tended to see them as holding disparate cognitions for teacher behavior.

In Table 3.2 a hand analysis is presented concerning the relative accuracy of norms and expectations intra-positionally attributed. Thus far we have reported the findings for the relative accuracy of inter-positionally attributed cognitions (among cognitions and between positions). Table 3.2 displays the relative accuracy of the two cognition types attributed to particular positions for each item of behavior compared (between cognitions and among positions). The table is presented only to supplement the foregoing findings and to provide some support for an interpretation of the unexpected findings for attributed norms and expectations.

The most general effect to be seen in Table 3.2 is that attributed norms were more accurate than attributed expectations for the greatest number of items. This finding is enhanced by the fact that the accuracy of attributed norms was reduced by artifacts to a greater extent than the accuracy of attributed expectations. In particular, the norms attributed to parents, school officials and other teachers were most frequently more accurate than expectations attributed to the same position.

Two findings stand out as most important for corroboration and interpretation of previous findings: (1) Norms and expectations attributed to school officials were most often either equally accurate, or the norms were more accurate. Thus teachers, who were most accurate with cognitions attributed to school officials (see 3.14), attributed expectations to school officials that tended to be less accurate than attributed norms, but more accurate than expectations attributed to any other position. (2) The clearest and perhaps the least surprising finding was that expectations attributed to pupils were more accurate than norms attributed to them. This clear tendency corroborates finding 3.13, where teachers were found to be more accurate in expectations attributed to pupils, with whom teachers most frequently interact, than to parents, with whom teachers rarely interact.

Table 3.2

Relative Accuracy of Expectations and Norms
Intra-Positionally Attributed

Sentient-Object Position	Accuracy of Attributed Norms X Attributed Expect.			
	N > E	N = E*	N < E	Totals
Pupils	6	7	17	30
Parents	11	12	7	30
School Officials	12	15	3	30
Teachers	13	8	9	30
Totals	44	42	34	120

Note: Attributed Norms and Expectations were assessed as equally accurate if the difference between mean disparities was equal to or less than plus or minus .05 of the computed means for cognition types. N = Attributed Norms; E = Attributed Expectations.

Patterns in Role Perception

The findings reported below are divided into areas of common content where patterns of significant differences were sufficiently similar to warrant treating the otherwise independent behavior items as related. The content patterns were inductively discovered by (1) breaking down all findings of significance according to the direction of teacher accuracy, and (2) checking similarly perceived items for common content, in that order. After coding all comparisons for artifacts in the findings, such patterns became readily apparent.

The findings reported consist of significant mean differences between two sets of ranked cognitive disparities, attributed to pairs of sentient object positions. Only differences that were significant at $p < .05$ are reported. All comparisons between sets of positionally attributed disparities list a more distant sentient object position before a less distant one. Significant mean differences that went in the predicted direction are followed by X(s) indicating greater teacher accuracy to the less distant sentient object position(s). Significant mean differences that went in the reverse direction are followed by O(s) indicating greater teacher accuracy to the more distant sentient object position(s). The number of X's or O's following a reported mean difference indicate the level of significance (see Note to Table 3.3). Because the method of analysis involved only disparity scores, no adequate assessment of the amount of desired or expected behavior attributed by teachers was possible for these findings.

Throughout the remainder of the findings reported for the accuracy study, the relative accuracy of teacher attributions is summarized in tables of various items which share similar content and patterns of differences. The number of significantly different comparisons was well beyond chance. All items investigated, regardless of the lack of significant differences, were reported. It is of some importance that no significant differences were generated for some items. Even though we could not conclude from findings of "no-test" that teachers were then equally accurate to sentient object others, the kinds of behavior items which generate no significant differences were worth examining for whatever patterned characteristics might have appeared.

Surveillance of Pupils

Table 3.3 displays four items of behavior involving the surveillance of pupils. All items place teachers in a relatively unintrusive role involving maintenance functions.

3.31 Teachers uniformly perceived the least distant positions more accurately regardless of whether or not conflicts existed for the positions compared.

3.32 In general teachers were most inaccurate in their perception of pupil cognitions and most accurate about other teachers. Teacher accuracy to parents and school officials was insignificantly differentiated though slightly favoring school official perceptions. The comparisons for combined attributions to parents and pupils against school officials and

Table 3.3

Surveillance of Pupils

Positional Comparisons	Own Expect.	Mean Differences for Accuracy of		Own Norms
X - Y	X-Y	Attributed Expectations	Attributed Norms	X-Y
Behavior Item (1A): Watching pupils during study period.				
Combination		.183 xxx		
Pupils-Parents	3-4	.281 xxx		3-4
Pupils-School Officials	3-4	.333 xxxx		3-4
Pupils-Teachers	3-3	.315 xxx		3-3
Parents-School Officials	4-4			4-4
Parents-Teachers	4-3			4-3
School Officials-Teachers	4-3			4-3
Behavior Item (2A): Supervising pupils in a classroom test.				
Combination		.370 xxxx	.155 xx	
Pupils-Parents	3-4*	.526 xxxx		3-4*
Pupils-School Officials	3-4*	.610 xxxx		3-4
Pupils-Teachers	3-4*	.659 xxxx	.230 xx	3-4
Parents-School Officials	4-4			4-4
Parents-Teachers	4-4	.133 xx	.135 x	4-4
School Officials-Teachers	4-4			4-4
Behavior Item (4A): Ignoring pupils misbehaving in the classroom.				
Combination		.181 xx	.351 xxxx A	
Pupils-Parents	2-2		.188 x	2-2*
Pupils-School Officials	2-2		.401 xxxx	2-2
Pupils-Teachers	2-2	.219 xx	.492 xxxx	2-2
Parents-School Officials	2-2		.213 xx	2-2
Parents-Teachers	2-2	.225 xx	.304 xxxx A	2-2*
School Officials-Teachers	2-2			2-2

Table 3.3 (continued)

Positional Comparisons	Own Expect.	Mean Differences for Accuracy of		Own Norms
X - Y	X-Y	Attributed Expectations.	Attributed Norms	X-Y
Behavior Item (19B): Supervising on the playground.				
Combination		.080 x	.190 xxx	
Pupils-Parents	4-4		.510 xxxx	4-4*
Pupils-School Officials	4-4		.507 xxxx	4-4
Pupils-Teachers	4-4		.383 xxxx	4-3
Parents-School Officials	4-4			4-4
Parents-Teachers	4-4			4-3*
School Officials-Teachers	4-4			4-3*

Note: For tables 3.3 through 3.8 the following conventions will be observed: Scores reported for attributed cognition disparities represent mean differences that were statistically significant in the predicted (x) or reversed (o) directions; x or o = $.05 > p > .01$, xx or oo = $.01 > p > .001$, xxx or ooo = $.001 > p > .00001$, xxxx or oooo = $p < .00001$. A = Probable artifact, see Appendix B, "Addendum on Method" (p. 122). Own Expectations and Own Norms X-Y = Assigned scale points rounded off from the mean own cognitions computed for the study. Rounding off mean scores to the nearest scale point often involved assigning identical scale points where conflicts existed or assigning different scale points where no conflicts existed. Only the pairs of scale points followed by an asterisk (*) indicate the existence of a conflict.

teachers were uniformly more accurate to the latter least distant positions.

3.33 In general where teacher attributed expectations were significantly differentiated, attributed norms were both more accurate and less significantly different. Attributed expectations tended to be least accurate and most significantly differentiated in classroom situation involving the least intrusive of teacher surveillance functions (items 1A and 2A). Attributed norms, on the other hand, tended to be least accurate in situations involving a distinct potential for teacher intrusion (items 4A and 19B). Expectations attributed to pupils tended to be both more accurate and less differentiated than norms in the latter, potentially intrusive, situations, where ignoring classroom misbehavior and playground supervision were involved.

Control of Pupil Behavior

Table 3.4 displays a set of seven items concerned with the control of pupil behavior. The items involve greater teacher intrusion than pupil surveillance but vary from mildly intrusive situations to more specific deviancy control situations.

3.31 Where no conflicts existed for parents and pupils, teachers were more accurate in the attribution of expectations to pupils. In every case where attributed expectations were more accurate than predicted, pupils were present in the situations as both targets and members of the audience. Interaction in situ between pupils and teachers was therefore both possible and probable.

Table 3.4

Control of Pupil Behavior

Positional Comparisons X - Y	Own Expect. X-Y	Mean Differences for Accuracy of Attributed Expectations	Attributed Norms	Own Norms X-Y
Behavior Item (5A): Keeping pupils quiet in the library.				
Combination			.462 xxxx	
Pupils-Parents	4-5*			4-5*
Pupils-School Officials	4-4		.377 xxxx	4-4
Pupils-Teachers	4-4		.428 xxxx	4-4
Parents-School Officials	5-4	.223 x A	.496 xxxx A	5-4
Parents-Teachers	5-4*		.547 xxxx A	5-4*
School Officials-Teachers	4-4			4-4
Behavior Item (7A): Policing the halls.				
Combination		.190 xxx A	.135 xx	
Pupils-Parents	3-4			3-4*
Pupils-School Officials	3-3			3-3
Pupils-Teachers	3-3	.365 xxxx	.239 xx	3-3
Parents-School Officials	4-3			4-3*
Parents-Teachers	4-3*	.388 xxxx A	.341 xxxx	4-3*
School Officials-Teachers	3-3	.366 xxxx	.308 xxx	3-3
Behavior Item (28C): Disciplining pupils in the cafeteria.				
Combination			.160 oo	
Pupils-Parents	3-3		.328 xxx	3-3
Pupils-School Officials	3-3		.209 xx	3-3
Pupils-Teachers	3-3		-.201 oo	3-2
Parents-School Officials	3-3			3-3*
Parents-Teachers	3-3*		-.529 oooo	3-2*
School Officials-Teachers	3-3		-.410 oooo	3-2
Behavior Item (8A): Disciplining pupils during basketball games in the gym.				
Combination			.251 xxxx	
Pupils-Parents	3-3	-.188 o	.239 xx	3-3
Pupils-School Officials	3-3		.360 xxxx	3-3
Pupils-Teachers	3-2*	-.349 oooo	.383 xxxx	3-3*
Parents-School Officials	3-3	.170 x		3-3
Parents-Teachers	3-2*	-.121 o A	.144 x	3-3*
School Officials-Teachers	3-2	-.331 oooo		3-3

Table 3.4 (continued)

Positional Comparisons X - Y	Own Expect. X-Y	Mean Differences for Accuracy of Attributed Expectations	Attributed Norms	Own Norms X-Y
Behavior Item (12B): Watching for cheaters during a classroom test.				
Combination		.112 x		
Pupils-Parents	4-3	-.347 oooo	.364 xxxx	4-4
Pupils-School Officials	4-3	-.213 oo		4-3*
Pupils-Teachers	4-3	.089 x	.341 xxxx	4-3*
Parents-School Officials	3-3		-.187 o	4-3*
Parents-Teachers	3-3	.436 xxxx		4-3
School Officials-Teachers	3-3	.302 xxx	.164 x	3-3
Behavior Item (14B): Telling misbehaving pupils in the classroom to stop talking.				
Combination		.149 xx		
Pupils-Parents	4-3	-.181 o		3-3
Pupils-School Officials	4-3*			3-3*
Pupils-Teachers	4-3*			3-3
Parents-School Officials	3-3*	.233 xx		3-3*
Parents-Teachers	3-3	.245 xx		3-3
School Officials-Teachers	3-3			3-3
Behavior Item (24C): Threatening pupils misbehaving in the classroom.				
Combination			.109 x	
Pupils-Parents	3-2	-.149 o	-.425 oooo	2-3
Pupils-School Officials	3-2			2-1*
Pupils-Teachers	3-2			2-2
Parents-School Officials	2-2	.188 xx	.297 xxx	3-1*
Parents-Teachers	2-2		.344 xxxx	3-2*
School Officials-Teachers	2-2			1-2

3.42 The dominant pattern for controlling pupil behavior revealed that attributed expectations were more accurate to pupils. Typically, attributed expectations were more accurate to pupils than parents. Variations on the pattern occurred, however, in connection with different settings and the presence or lack of others in these settings. In school settings outside the classroom two sub-patterns appeared. Keeping pupils quiet in the library and policing the halls involved the mildest or least intrusive teacher behaviors. For these items, expectations attributed to pupils were more accurate than norms and attributed norms showed non-significant tendencies to greater accuracy to pupils over parents. Disciplining pupils in the cafeteria and during basketball games in the gym involved the teachers' general orientations to pupil control since the type of disciplining is not specified. For these items, teachers were more accurate to pupils than teachers but they were also more accurate to parents and school officials than to teachers. These four items involve mildly intrusive teacher behavior and seem to differ primarily with regard to the degree of public exposure for both pupils and teachers. Where pupils are in the gym and cafeteria settings school officials and even parents are more likely to be present and teachers can draw upon their knowledge of pupils', parents' and school officials' general orientations towards teachers' disciplinary activities. This is not equally true of the more specific items of deviancy control in the classroom settings where general public morality is not as directly involved.

Watching for cheaters during tests, telling misbehaving pupils to stop talking, and threatening pupils who misbehave, all involved teacher intrusion into the social space of pupils in settings which typically exclude parent and school official presence. For these items, expectations attributed to pupils were significantly more accurate than those attributed to parents. Only for threatening misbehaving pupils were norms attributed to pupils more accurate than expectations and both were more accurate than those attributed to parents.

Pupil Autonomy

Table 3.5 summarizes findings for two items concerned with teacher permissiveness with pupils in classroom situations. Unlike previous items, matters of discipline or deviancy control are not involved; and the items can be characterized in terms of the extent of pupil autonomy permitted by teachers.

3.51 Norms and expectations attributed to pupils were about equally accurate, but the norms attributed to others show a tendency to be less accurate than expectations. The items show a tendency for norms attributed to pupils to be more accurate than those attributed to parents.

3.52 Teachers and pupils were again the only positions present, but the lack of controversy, or rather the widespread agreement, on expectations for these items obscured the greater accuracy of expectations attributed to pupils. Where conflicts existed among the norms held by pupils and parents, teachers were significantly more accurate to the more distant pupil position.

Table 3.5

Pupil Autonomy

Positional Comparisons X - Y	Own Expect. X-Y	Mean Differences for Accuracy of Attributed Expectations	Attributed Norms	Own Norms X-Y
Behavior Item (13B): Having pupils sing solos during a classroom singing period.				
Combination				
Pupils-Parents	2-2*			2-2
Pupils-School Officials	2-2			2-2
Pupils-Teachers	2-2			2-2
Parents-School Officials	2-2			2-2
Parents-Teachers	2-2		.181 x	2-2
School Officials-Teachers	2-2			2-2
Behavior Item (17B): Allowing pupils to explore during experiments in the laboratory.				
Combination		.249 xxxx	.158 xx	
Pupils-Parents	3-3		.201 o	4-3*
Pupils-School Officials	3-3	.179 x		4-4
Pupils-Teachers	3-3	.277 xxx	.138 xx A	4-3*
Parents-School Officials	3-3	.220 xx	.179 x	3-4
Parents-Teachers	3-3	.318 xxx	.339 xxx	3-3
School Officials-Teachers	3-3*		.160 xx A	4-3*

Teacher Autonomy in School

Table 3.6 summarizes the findings for the largest set of items that revealed a reasonably consistent pattern of significant differences between inter-positionally attributed cognitions. A total of ten items are reviewed involving the autonomy or the behavioral independency of teachers in a variety of school settings. The items are arranged, so far as possible, according to their content and background similarity.

3.61 The first six items are concerned with teacher autonomy in classroom settings, which generally involve teachers performing some personal task or indulging their own preferences for activity while pupils engage in some other appropriate classroom activity. For all of these items, teachers were consistently more accurate to school officials than to other teachers, in spite of the fact that for these items teachers' attributions were among the most accurate in the entire study (see Appendix C, Table C.2). The finding is indicative of the fact that teachers were assessing the cognitions of alters as if they as a whole shared the more conservative or demanding standard for teacher behavior held by teachers themselves. Hence, where conflicts did exist or where different means had been assigned to the positions compared, inter-positional attributions appeared to be most significantly differentiated. The exceptions to this pattern involved attributions to teachers themselves, where in reality teachers and school officials generally shared the same conservative orientation. Thus, though teachers tended to be

Table 3.6

Teacher Autonomy in School

Positional Comparisons X - Y	Own Expect. X-Y	Mean Differences for Accuracy of Attributed Expectations	Attributed Norms	Own Norms X-Y
Behavior Item (3A): Singing during a classroom singing period.				
Combination			.276 xxxx	
Pupils-Parents	4-4			4-4
Pupils-School Officials	4-4		.199 xxx	4-3
Pupils-Teachers	4-4		.258 xxxx	4-3
Parents-School Officials	4-4		.294 xxxx	4-3
Parents-Teachers	4-4		.353 xxxx	4-3
School Officials-Teachers	4-4			3-3
Behavior Item (23C): Grading papers during a classroom singing period.				
Combination		.228 xxxx	.368 xxxx	
Pupils-Parents	2-2			2-2
Pupils-School Officials	2-1*	.343 xxxx	.529 xxxx	2-1*
Pupils-Teachers	2-1*	.137 x	.247 xxx	2-1*
Parents-School Officials	2-1	.319 xxxx	.490 xxxx A	2-1
Parents-Teachers	2-1*	.113 x	.208 xxx A	2-1
School Officials-Teachers	1-1	-.206 o	-.282 ooo	1-1
Behavior Item (11B): Visiting other teachers during a study period.				
Combination		.184 oo A		
Pupils-Parents	2-2		.279 xx	2-2
Pupils-School Officials	2-2		.477 xxxx	2-1*
Pupils-Teachers	2-1*	-.564 oooo A	.193 o A	2-1*
Parents-School Officials	2-2	.196 xx	.198 xxxx	2-1*
Parents-Teachers	2-1	-.482 oooo A	-.472 oooo A	2-1
School Officials-Teachers	2-1	-.678 oooo A	-.670 oooo	1-1

Table 3.6 (continued)

Positional Comparisons	Mean Differences for Accuracy of			
Comparisons X - Y	Own Expect. X-Y	Attributed Expectations	Attributed Norms	Own Norms X-Y
Behavior Item (21C): Reading own books during a study period.				
Combination			.269 xxxx	
Pupils-Parents	3-3		.238 xxx	3-2*
Pupils-School Officials	3-1*	.170 x	.533 xxxx	3-1*
Pupils-Teachers	3-1*		.243 xx	3-1*
Parents-School Officials	3-1*	.257 xx	.295 xxxx	2-1*
Parents-Teachers	3-1*			2-1*
School Officials-Teachers	1-1	-.212 o	-.290 ooo	1-1
Behavior Item (25C): Choosing books for pupils in class.				
Combination		.251 xxxx		
Pupils-Parents	3-3			3-3
Pupils-School Officials	3-3	.254 xx		3-3
Pupils-Teachers	3-3	.285 xxx	-.257 ooo	3-2
Parents-School Officials	3-3	.218 xx	.212 xx	3-3
Parents-Teachers	3-3	.249 xx	-.202 oo	3-2
School Officials-Teachers	3-3		-.414 oooo	3-2
Behavior Item (22C): Leaving the room during a classroom test.				
Combination			.469 xxxx	
Pupils-Parents	1-1		.985 xxxx	2-1*
Pupils-School Officials	1-1		1.126 xxxx	2-1
Pupils-Teachers	1-1*		.867 xxxx	2-1*
Parents-School Officials	1-1			1-1
Parents-Teachers	1-1			1-1
School Officials-Teachers	1-1	-.171 oo	-.199 ooo	1-1
Behavior Item (10A): Cooperating with other teachers in the school.				
Combination			.191 xxx	
Pupils-Parents	5-5			4-5
Pupils-School Officials	5-5	.212 xx	.311 xxxx	4-5
Pupils-Teachers	5-5		.140 x	4-5
Parents-School Officials	5-5		.243 xx	5-5
Parents-Teachers	5-5			5-5
School Officials-Teachers	5-5	-.226 oo	-.171 oo	5-5

Table 3.6 (continued)

Positional Comparisons X - Y	Own Expect. X-Y	Mean Differences for Accuracy of Attributed Expectations	Attributed Norms	Own Norms X-Y
Behavior Item (20B): Cooperating with the principal in school.				
Combination			.207 xxxx	
Pupils-Parents	4-5	.335 xxxx	.362 xxxx	4-5
Pupils-School Officials	4-5	.307 xxxx	.628 xxxx	4-5
Pupils-Teachers	4-5	.103 xx A	.149 xx A	4-5
Parents-School Officials	5-5		.266 xxx	5-5
Parents-Teachers	5-5	-.232 ooo	-.213 oo	5-5
School Officials-Teachers	5-5	-.204 oo	-.479 oooo	5-5
Behavior Item (9A): Visiting other teachers on the playground.				
Combination			-.071 o	
Pupils-Parents	3-2	.117 o		3-2
Pupils-School Officials	3-2	-.141 oo		3-2
Pupils-Teachers	3-3	.230 xx	.155 oo	3-2
Parents-School Officials	2-2			2-2
Parents-Teachers	2-3	.347 xxxx	-.236 ooo	2-2
School Officials-Teachers	2-3	.371 xxxx	-.249 oooo	2-2
Behavior Item (15B): Doing own studying and grading in the library.				
Combination				
Pupils-Parents	3-3	-.220 oo		3-3
Pupils-School Officials	3-2*	-.511 oooo	-.187 o	3-3
Pupils-Teachers	3-3*		.189 x A	3-3
Parents-School Officials	3-2*	-.291 ooo		3-3*
Parents-Teachers	3-3*	.336 xxx	.342 xxx	3-3
School Officials-Teachers	2-3	.627 xxxx	.396 xxxx	3-3

pluralistically ignorant about the cognitions of parents, they attributed more liberal standards to other teachers.

3.62 Attributed expectations, with the exception of some attributions to pupils, were consistently less accurate than norms attributed to all other positions. Thus, though attributed norms were extremely accurate, the failure of teachers to differentiate sufficiently between alter positions produced some of the most significant comparisons in the study. Approximately 70 per cent of all comparisons for the six classroom items were significant at $p < .05$. For attributed norms teachers were most accurate to school officials, teachers, parents, and pupils in that order. Attributed expectations followed a similar order of accuracy with the notable exception of parent-pupil comparisons which showed a non-significant tendency for greater accuracy to pupils. This finding further supports the interpretation that the accurate perception of others' expectations stems more directly from frequent association and interaction than does the accurate perception of others' norms.

3.63 Two items of teacher behavior occurring in general school settings (items 10A and 20B) involve the autonomy of teachers in relation to principals and to other teachers. In spite of the fact that these items involved no existent conflicts, teachers' attributions again were more accurate to school officials than to other teachers and also showed a significant tendency for greater accuracy to parents. As previously pointed out (see finding 3.42), the more public or generalized teaching situations enable teachers to be more accurate about the cognitive orientations of others. Hence though norms were still the more accurate cognition, expectations were also quite accurate. In addition, however, these items failed to show any tendency for greater accuracy of expectations attributed to pupils. The items are apparently too general and do not necessarily involve much interaction between teachers and pupils. Although teachers individually held high ideals for teacher cooperation with principals and other teachers, teachers again attributed less demanding standards to other teachers and most frequently attributed the more conservative standards to school officials and parents. Where teachers were pluralistically ignorant about parent norms for ths six classroom settings, there is no evidence of pluralistic ignorance for these two items of teacher cooperation. In fact, teachers were most accurate when attributing the most conservative standards and most inaccurate when attributing more liberal standards. Teachers were most accurate to school officials, parents, teachers and pupils, in that order.

3.64 The last two items of behavior involving teacher autonomy combine some characteristics of previously reviewed items. The settings are non-classroom but differ as to the degree to which teacher behavior is exposed in the situations. Unlike previous items, however, teachers were not generally more accurate to school officials than to other teachers. Instead, teachers were more accurate to pupils than to parents or school officials. For these items, teachers and pupils were in greater agreement about matters which concerned the interaction between the two positions. For visiting other teachers on the playground and studying and grading in the library, teachers held more liberal own expectations than did parents or school officials. Only for visiting other teachers on the playground did teachers, parents and school officials hold conservative norms; and only for those items were teachers more accurate to school officials than teachers. In fact teachers were more accurate to pupils and parents also for that item. Teachers showed some evidence of pluralistic ignorance concerning school official and parent norms for studying and grading in the library in addition to autistic ignorance concerning parent expectations about the same item. For the most part, however, teachers most accurately perceived the expectations of teachers, pupils, parents, and school officials in that order.

3.65 The existence of relatively few inter-positional conflicts makes these findings of widespread significant differences for teacher perceptions all the more striking. For all 140 comparisons made for items concerning teacher autonomy, 89 (or 58 per cent) were significant at $p < .05$. Two patterns predominated for these items: (1) The tendency to attribute sharing to alters where conflicts existed and where teachers' own norms and expectations were more conservative, and (2) the tendency to attribute more conservative norms and expectations to alters where no conflicts existed and where teachers' own norms and expectations were more liberal. In other words, in spite of the generally greater accuracy of teacher perceptions for these items, significant differences were more pronounced than for any other set of items examined. These findings further confirm the previous interpretation of the teacher position as a vulnerable one in which the general lack of inter-positional interaction probably makes for considerable teacher insecurity, albeit this insecurity is associated with greater absolute accuracy of role perceptions.

The fact that teachers were more inaccurate to other teachers than to school officials and others may indicate, however, that teachers attempted to set a more realistic group standard for teacher behavior than their own ideal standards would normally permit. This interpretation would account for the fact that teachers tended to attributed norms to teachers that were more liberal than own norms individually held by teachers. We have not previously considered the possibility that teachers may report norms and expectations for their own behavior that are often more idealistic than those that they hold for the teacher position as a whole. Thus, where both intra-positional and inter-positional symbolic interaction is as lacking as it is for these items of teacher autonomy, teachers may have no other alternative than to resolve their insecurity and vulnerability by setting distinctive and more realistic standards for the group based on their own experience and observations of others' behavior. What we are saying here is that teachers, who may be more accurate about the cognitions of some relevant alter positions, are perhaps basing their inaccurate attributions to other teachers on their own personal behavior or the observed behavior of a few other teachers.

Extra-Curricular Activity

Table 3.7 displays findings for three items concerning the participation of teachers in extra-curricular activities. The items are unique in that they all involve settings for school athletic events.

3.71 Findings were consistently in the predicted direction of greater accuracy to the least distant positions for both norms and expectations. All positions were likely to be present in the settings as audience to teacher behaviors, and the items are characteristically free of existent inter-positional conflicts. Interaction between positions involves no particular positional targets, to the exclusion of others. In other words, none of the conditions which have been associated with variations in teachers' role perceptions occurred for these comparisons; and correspondingly the findings showed no variation from the predicted direction of teacher accuracy.

Community Participation

Table 3.8 summarizes the findings for four items of teacher participation in more or less school related activities in the community-at-large. Three out of four of the settings are located within the school, and the fourth setting is "out of school."

3.81 Findings do not reveal a single dominant pattern of teacher accuracy or inaccuracy. Essentially two patterns do emerge that seem clearly related in that they vary along similar lines. For speaking out at PTA and visiting with parents at PTA, teachers tended to be most

Table 3.7

Extra-Curricular Activity

Positional Comparisons X - Y	Own Expect. X-Y	Mean Differences for Accuracy of Attributed Expectations	 Attributed Norms	Own Norms X-Y
Behavior Item (18B): Kibitzing during basketball game in the gym.				
Combination		.183 xxx	.203 xxx	
Pupils-Parents	2-2		.251 xx	2-2
Pupils-School Officials	2-2		.270 xx	2-2
Pupils-Teachers	2-2	.239 xx	.385 xxxx	2-2
Parents-School Officials	2-2	.127 x		2-2
Parents-Teachers	2-2	.201 xx		2-2
School Officials-Teachers	2-2		.115 x	2-2
Behavior Item (27C): Being partisan during football game on athletic field.				
Combination		.147 x	.298 xxxx	
Pupils-Parents	3-3		.202 x A	3-3
Pupils-School Officials	3-3		.331 xxx	3-3
Pupils-Teachers	3-3	.213 x	.466 xxxx	3-3
Parents-School Officials	3-3			3-3
Parents-Teachers	3-3	.180 x	.264 xx	3-3
School Officials-Teachers	3-3		—	3-3
Behavior Item (29C): Doing menial tasks during basketball game in the gym.				
Combination		.113 xx		
Pupils-Parents	2-2			2-2
Pupils-School Officials	2-2			2-2
Pupils-Teachers	2-2	.222 xxx	.182 xx	2-1*
Parents-School Officials	2-2			2-2
Parents-Teachers	2-2	.276 xxx	.187 xx	2-1
School Officials-Teachers	2-2	.273 xxx	.250 xxx	2-1

Table 3.8

Community Participation

Positional Comparisons X - Y	Own Expect. X-Y	Mean Differences for Accuracy of		Own Norms X-Y
		Attributed Expectations	Attributed Norms	
Behavior Item (6A): Speaking out at PTA meetings in the auditorium.				
Combination		-.364 oooo A		
Pupils-Parents	3-3			3-3
Pupils-School Officials	3-2	-.110 o	.180 x	3-3
Pupils-Teachers	3-1*	-.546 oooo A		3-2*
Parents-School Officials	3-2*	-.182 ooo		3-3
Parents-Teachers	3-1*	-.618 ooo A		3-2*
School Officials-Teachers	2-1*	-.436 oooo A	-.137 oo	3-2
Behavior Item (26C): Visiting with parents during PTA meetings in the auditorium.				
Combination		.249 xx	.237 xxx	
Pupils-Parents	4-3*		.232 xx	3-3
Pupils-School Officials	4-4		.195 xx	3-4
Pupils-Teachers	4-3	.457 xxxx	.506 xxxx	3-3
Parents-School Officials	3-4	-.150 o A		3-4
Parents-Teachers	3-3	.403 xxxx	.274 xxx	3-3
School Officials-Teachers	4-3	.553 xxxx	.311 xxxx	4-3*
Behavior Item (16B): Attending PTA meetings in the auditorium.				
Combination			.124 xx	
Pupils-Parents	4-4		.170 xx	4-4*
Pupils-School Officials	4-4		.187 xxx	4-4
Pupils-Teachers	4-4		.230 xxx	4-3*
Parents-School Officials	4-4			4-4
Parents-Teachers	4-4			4-3*
School Officials-Teachers	4-4	-.190 oo		4-3*
Behavior Item (30C): Participating in community activities out of school.				
Combination		.196 xxx	.280 xxxx	
Pupils-Parents	3-3*		.169 xx	4-3*
Pupils-School Officials	3-3		.249 xxx	4-3
Pupils-Teachers	3-3	.242 xxx	.480 xxxx	4-3
Parents-School Officials	3-3			3-3
Parents-Teachers	3-3	.347 xxxx	.311 xxx	3-3
School Officials-Teachers	3-3	.199 xx	.231 xx	3-3

accurate to the alter positions involved as targets. Thus, for "speaking out" and incidentially for "attending," teachers were more accurate to parents and school officials than to other teachers. For "visiting with parents," teachers were more accurate to parents than school officials. The reversals however, were indicated for expectations attributed to parents in both items and for both expectations and norms attributed to school officials for only one item.[2] Hence, once again we see that where interaction is likely to occur between teachers and alters, the accuracy of teacher attributed expectations was increased. More notable perhaps is the fact that there was only one reversal for attributed norms, and that was attributed to school officials (item 6A) with whom teachers individually share most frequently. In this case teachers had once again inaccurately attributed norms to other teachers that were more liberal than the own norms individually held by teachers.

3.82 For participation in community activities out of school, the findings were all in the predicted direction of greater accuracy to the least distant positions. Unlike the other items of participation, the lack of specificity regarding settings and targets for teacher behaviors apparently gives the item a too general orientation and thus involves little or no public exposure of any specific teacher behavior. In addition, the potential presence of all positions in any community setting tends to balance out those factors most frequently associated with variations in teacher accuracy.

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[2] Artifacts effecting the reliability of findings reported for item 6A do not effect the common pattern of increased accuracy for teacher attributed expectation to the parent or target position for items 6A, 16B, and 26C. See Appendix B.

3.83 For the items involving teachers in PTA activities, the patterns of most accurate attributions isolated for teacher autonomy (4.105) were repeated. Both sets of items (teacher autonomy and community participation) tended to include items of a mixed character. Some were extremely controversial, involving many existent inter-positional conflicts; and others involved little or no conflict at all. In other words, general content similarity had little to do with the occurrance of existent conflicts or non-conflicts. The following patterns of more accurate attributions were reiterated: (1) teachers attributed sharing of more liberal expectations to all positions where conflicts existed and where the own norms and expectations of both teachers and school officials were most conservative (item 6A), and (2) teachers attributed more conservative norms and expectations to alters where no conflicts existed and where teachers own expectations were more liberal (items 16B and 26C). In addition, teachers also attributed more liberal expectations to other teachers where no conflicts existed and where teachers own expectations were more conservative (item 16B). The fact that teachers tended to attribute sharing to all positions where conflicts existed accounts for the greater accuracy of teachers to pupils than school officials (item 6A) in a situation where pupils are not likely to be present. These patterns were frequently obscured by our use of ranked disparities which ignored sign, as pointed out in Appendix B.

CHAPTER IV

COMFORMITY TO ROLE PERCEPTIONS

Introduction

The extent of teacher conformity was determined by an analysis of the amount of disparity between a positionally attributed cognition and the reported behavior of a teacher. The data for the analysis of teacher conformity were gathered exclusively for this thesis and involved, in addition to the attributed cognitions, teacher reported behaviors on page eight of the questionnaire (Appendix A).

Findings reported in this chapter concern conformity to cognitions attributed by teachers to all four social positions. The significance of difference between ranked disparity scores was computed using the Mann-Whitney z_U statistic and the two tailed test of significance.

General Findings for Conformity to Role Perceptions

General findings for teacher conformity to role perceptions are displayed below in summary tables. As a rule, these findings exhibited only the predicted pattern of significant differences.

The data presented involve comparisons between ranked behavioral disparities, where the amount of behavioral disparity is given by subtracting the behavior reported by a teacher from that teacher's cognitive attributions to each position. All comparisons between such sets of ranked behavioral disparities list a more distant sentient object position before a less distant one.

The findings reported consist merely of the number of significant differences found between any two sets of ranked behavioral disparities. Only differences significant at $p < .05$ are reported. Because the method used involved only the use of disparity scores, no assessment of the amount of a given behavior attributed to others could be made. The number of significant differences found for these comparisons was well beyond chance.

Table 4.1 displays the number of significant differences for teacher behavioral conformity, when pairs of ranked disparity scales for four sentient object positions were compared for 30 items of teacher behavior. The table vertically discriminates cognition types and the direction of conformity. Columns discriminate the relative distance separating positions on the proposed scale and the inter-positional comparisons labeled 1.1 through 1.7 to correspond to the specific hypotheses from Chapter II.

4.11 A total of 420 comparisons were made between positionally ranked behavioral disparities, of which 242 (or 58 per cent) were significant at $p < .05$. All findings for teacher conformity to both types of cognitions were either in the predicted direction or were non-significant. Teacher conformity to inter-positionally attributed norms was significantly differentiated in the predicted direction for 130 out of 210 comparisons (or for 62 per cent of them); and, for attributed expectations, teacher conformity was significantly differentiated for 122 out 210 comparisons (or for 54 per cent). Thus there were no significant instances where teachers chose to

Table 4.1

Distribution of Significant Differences for Teacher Conformity to Inter-Positionally Attributed Cognitions

		1.1	1.2	1.3	1.4	1.5	1.6	1.7	
	Direction of Teacher Conformity to Attributed Cognitions	Pupils ÷ Parents X Sch. Off. ÷ Teachers	Pupils X Parents $\Delta = 1$	Pupils X Sch. Off. $\Delta = 2$	Pupils X Teachers $\Delta = 3$	Parents X Sch. Off. $\Delta = 1$	Parents X Teachers $\Delta = 2$	Sch. Off. X Teachers $\Delta = 1$	Totals
Attributed Norms	Predicted Conformity to Norms ($p < .05$)	23	13	20	28	9	24	8	130 (62%)
	No Test	2	17	10	2	21	6	22	80 (38%)
Attributed Expectations	Predicted Conformity to Expectations ($p < .05$)	25	1	13	23	13	26	11	112 (54%)
	No Test	5	29	17	7	17	4	19	98 (46%)
	Totals	60	60	60	60	60	60	60	420

conform to cognitions attributed to a sentient object position that was more distant on the proposed scale of social distance.

4.12 For attributed norms, the greatest number of significant teacher conformity comparisons occured for the pupil-teacher attributions (1.4) and for the combined attributions to pupils and parents against those attributed to school officials and teachers (1.1). For attributed norms, all specific hypotheses were confirmed; i.e. teachers consistently conformed more to norms attributed to the least distant positions.

4.13 For attributed expectations, the greatest number of significant teacher conformity comparisons occured for the parent-teacher attributions (1.6) and again for the combined attributions (1.1). In addition, the greatest number of non-significant comparisons occured for expectations attributed to pupils and parents.

4.14 As for the accuracy comparisons, findings for teacher conformity to positionally attributed norms indicated that the number of significant differences increased as the proposed degree of distance between the positions compared increased. For teacher conformity to attributed expectations, however, the tendency broke down for comparisons involving the pupil position. Considering the sum of the distances from teachers for the alter-teacher pairs of positions, the greater the distance from teachers the greater the number of significant differences found. This finding held only for attributed norms and only for the alter-teacher set of comparisons. For teacher conformity to attributed expectations, neither the amount of distance from teachers nor the proposed degree of distance beween positions compared appeared to be similarly related to the number of significant differences found.

Patterns in Role Conformity

The findings reported below are divided into areas of related content where patterns of significant differences are sufficiently similar to warrant treating otherwise independent behavior items as related. The content patterns were inductively discovered by (1) grouping similar findings for inter-positional comparisons, and (2) checking similar patterns of conformity for elements of common content, in that order.

The findings reported consist of significant mean differences between two sets of ranked behavioral disparities, derived from disparities between individually reported teacher behaviors and cognitions attributed to pairs of sentient object positions for the matching behavior items. Only differences that were significant at $p < .05$ are reported. All comparisons between sets of behavioral disparities list a more distant position before a less distant position. Only significant mean differences in the predicted direction are reported and, in conjunction with some number of x(s), the number of which indicates the level of significance for a particular comparison (see Note to Table 4. 2). Again the method of analysis involved only the use of disparity scores which prohibited an assessment of the amount of behavior typically or individually reported by teachers.

Throughout the remainder of the findings reported for the conformity study, the relative conformity of teachers to their inter-positionally attributed cognitions is summarized in tables of various items which share similar content and patterns of significant differences. The number of significantly different comparisons was well beyond chance. Again, all items investigated are included in the following tables regardless of the lack of significant differences found for some items.

Teacher Maintenance Functions

Table 4.2 displays eleven items concerned with the maintenance of order in a variety of school settings. The items involve teacher intrusion into the social space of pupils and are arranged, as far as possible, to vary from mildly intrusive teacher surveillance functions to more intrusive deviancy control functions.

4.21 The dominant pattern for all items concerned with maintenance showed teacher conformity to expectations attributed to pupils and parents that was never significantly differentiated, in contrast with teacher conformity to norms attributed to pupils and parents that did tend to be significantly differentiated. The pattern for expectations actually held for all but one of the thirty items studied, but was unique for these items in that teacher conformity to expectations attributed to pupils was consistently greater than conformity to norms attributed to pupils.

4.22 An interesting variation in the findings occured for teacher conformity to cognitions attributed to school officials and other teachers. In most of the classroom settings, where school official observation of teacher behavior would seldom occur, teachers conform equally to cognitions attributed to school officials and other teachers. On the other hand, in

Table 4.2

Teacher Maintenance Functions[•]

Positional Comparisons X - Y	Own Expect. X-Y	Mean Differences for Teacher Conformity to: Attributed Expectations	Attributed Norms	Own Norms X-Y
Behavior Item (19B): Supervising pupils on the playground.				
Combination		.244 xxx	.337 xxxx	
Pupils-Parents	4-4			4-4*
Pupils-School Officials	4-4		.403 xxx	4-4
Pupils-Teachers	4-4	.289 xxx	.429 xxx	4-3
Parents-School Officials	4-4	.199 x	.245 xx	4-4
Parents-Teachers	4-4	.421 xxxx	.271 xxx	4-3*
School Officials-Teachers	4-4	.222 xx		4-3*
Behavior Item (2A): Supervising pupils in a classroom test.				
Combination		.137 x	.427 xxxx	
Pupils-Parents	3-4*		.527 xxxx	3-4*
Pupils-School Officials	3-4*		.680 xxxx	3-4
Pupils-Teachers	3-4*		.703 xxxx	3-4
Parents-School Officials	4-4			4-4
Parents-Teachers	4-4	.243 xx		4-4
School Officials-Teachers	4-4			4-4
Behavior Item (5A): Keeping pupils quiet in the library.				
Combination		.158 xxx	.449 xxxx	
Pupils-Parents	4-5*		.281 x	4-5*
Pupils-School Officials	4-4	.166 x	.570 xxxx	4-4
Pupils-Teachers	4-4	.150 x	.611 xxxx	4-4
Parents-School Officials	5-4	.166 x	.289 xxx	5-4
Parents-Teachers	5-4*	.150 x	.330 xxxx	5-4*
School Officials-Teachers	4-4			4-4

[•] Note: For tables 4.2 through 4.5 the following conventions will be observed: Scores reported for behavioral disparities represent mean differences that were statistically significant in the predicted (x) direction; x = .05 > p > .01, xx = .01 > p > .001, xxx = .001 > p > .00001, xxxx = p < .00001. Own Expectations and Own Norms X-Y = Assigned scale points rounded off from the mean own cognitions computed for the Role Study. An asterisk (*) following the pairs of assigned scale points indicates the existence of a conflict between mean own cognitions for the particular position comparison.

Table 4.2 (continued)

Positional Comparisons X - Y	Own Expect X-Y	Mean Differences for Teacher Conformity to:		Own Norms X-Y
		Attributed Expectations	Attributed Norms	
Behavior Item (1A): Watching pupils during study period.				
Combination	-	.186 xx	.307 xxxx	-
Pupils-Parents	3-4		.468 xxxx	3-4
Pupils-School Officials	3-4		.440 xxx	3-4
Pupils-Teachers	3-3	.310 xxx	.645 xxxx	3-3
Parents-School Officials	4-4			4-4
Parents-Teachers	4-3	.278 xxx	.177 x	4-3
School Officials-Teachers	4-3	.214 xx	.205 x	4-3
Behavior Item (7A): Policing the halls.				
Combination		.214 xxx	.305 xxxx	-
Pupils-Parents	3-4		.236 x	3-4*
Pupils-School Officials	3-3		.285 xx	3-3
Pupils-Teachers	3-3	.382 xxxx	.563 xxxx	3-3
Parents-School Officials	4-3			4-3*
Parents-Teachers	4-3*	.282 xxx	.327 xxx	4-3*
School Officials-Teachers	3-3	.232 xx	.278 xxx	3-3
Behavior Item (8A): Disciplining pupils during basketball games in the gym.				
Combination		.180/xx	.227 xxx	
Pupils-Parents	3-3			3-3
Pupils-School Officials	3-3			3-3*
Pupils-Teachers	3-2*	.240 xx	.419 xxxx	3-3*
Parents-School Officials	3-3			3-3
Parents-Teachers	3-2*	.257 xxx	.257 xxx	3-3*
School Officials-Teachers	3-2		.219 xx	3-3
Behavior Item (28C): Disciplining pupils in the cafeteria.				
Combination		.180 xxx	.282 xxxx	
Pupils-Parents	3-3		.277 xx	3-3
Pupils-School Officials	3-3		.289 xx	3-3
Pupils-Teachers	3-3	.265 xxx	.547 xxxx	3-2
Parents-School Officials	3-3			3-3*
Parents-Teachers	3-3*	.254 xxx	.270 xxx	3-2*
School Officials-Teachers	3-3	.159 x	.258 xx	3-2

Table 4.2 (continued)

Positional Comparisons X - Y	Own Expect. X-Y	Mean Differences for Teacher Conformity to:		Own Norms X-Y
		Attributed Expectations	Attributed Norms	
Behavior Item (12B): Watching for cheaters during a classroom test.				
Combination		.282 xxxx	.379 xxxx	
Pupils-Parents	4-3		.382 xx	4-4
Pupils-School Officials	4-3	.199 x	.510 xxx	4-3*
Pupils-Teachers	4-3	.381 xxxx	.631 xxxx	4-3*
Parents-School Officials	3-3	.185 x		4-3*
Parents-Teachers	3-3	.367 xxxx	.249 xx	4-3
School Officials-Teacher	3-3	.182 x		3-3
Behavior Item (14B): Telling misbehaving pupils in the classroom to stop talking.				
Combination	-	.311 xxxx	.300 xxx	-
Pupils-Parents	4-3			3-3
Pupils-School Officials	4-3*	.194 x	.295 x	3-3*
Pupils-Teachers	4-3*	.414 xxxx	.475 xxxx	3-3
Parents-School Officials	3-3*	.209 x		3-3*
Parents-Teachers	3-3	.429 xxxx	.301 xxx	3-3
School Officials-Teachers	3-3	.220 xx	.180 x	3-3
Behavior Item (4A): Ignoring pupils misbehaving in a classroom.				
Combination	-	.288 xxxx	.401 xxxx	-
Pupils-Parents	2-2			2-2*
Pupils-School Officials	2-2	.286 xxx	.458 xxxx	2-2
Pupils-Teachers	2-2	.362 xxxx	.563 xxxx	2-2
Parents-School Officials	2-2	.214 x	.241 xxx	2-2
Parents-Teachers	2-2	.290 xxx	.346 xxxx	2-2*
School Officials-Teachers	2-2			2-2
Behavior Item (24C): Threatening pupils misbehaving in the classroom.				
Combination		.294 xxxx		-
Pupils-Parents	3-2			2-3
Pupils-School Officials	3-2	.315 xxx		2-1*
Pupils-Teachers	3-2	.252 xx	.189 x	2-2
Parents-School Officials	2-2	.336 xxx		3-1*
Parents-Teachers	2-2	.273 xx		3-2*
School Officials-Teachers	2-2			1-2

school settings apparently open to school official observation (items 19B, 7A, 8A, 28C), teachers conformed significantly more to the teacher position than to the school official position. The finding was not consistent, however, since it held only for the more general maintenance functions or mildly intrusive situations. Where the items involved specific deviancy controls (e.g. items 12B, 14B), closed settings were associated with greater teacher conformity to other teachers than to school officials. Also one open setting, "threatening pupils misbehaving" was associated with no significant differences for teacher conformity to the school official and teacher positions. These latter cases therefore associate greater teacher intrusion into the social space of pupils with a reversal of the predominant pattern of teacher conformity for the maintenance functions.

4.23 For attributed expectations teachers conformed most to attributions to teachers, school officials, pupils, and parents, in that order. Differences for expectations attributed to pupils and parents, however, never approached significance. For attributed norms, teachers conformed most to attributions to teachers, school officials, parents and pupils, in that predicted order.

Pupil Autonomy

Table 4.3 presents the findings for two items concerned with teacher permissiveness of pupil autonomy or independence of behavior in classroom situations.

4.31 The dominant pattern for attributed expectations revealed greater

Table 4.3

Pupil Autonomy

Positional Comparisons	Own Expect.	Mean Differences for Teacher Conformity to:		Own Norms
X - Y	X-Y	Attributed Expectations	Attributed Norms	X-Y
Behavior Item (17B): Allowing pupils to explore during experiments in the laboratory.				
Combination		.246 xxx	.422 xxxx	
Pupils-Parents	3-3		.217 x	4-3*
Pupils-School Officials	3-3	.260 xx	.463 xxxx	4-4
Pupils-Teachers	3-3	.225 xx	.598 xxxx	4-3*
Parents-School Officials	3-3	.266 xx	.256 x	3-4
Parents-Teachers	3-3	.231 xx	.381 xxxx	3-3
School Officials-Teachers	3-3*			4-3*
Behavior Item (13B): Having pupils sing solos during a classroom singing period.				
Combination		.223 xxx	.200 xxx	
Pupils-Parents	2-2*			2-2
Pupils-School Officials	2-2			2-2
Pupils-Teachers	2-2	.239 xx	.284 xxx	2-2
Parents-School Officials	2-2	.207 x		2-2
Parents-Teachers	2-2	.291 xxx	.251 xx	2-2
School Officials-Teachers	2-2			2-2

teacher conformity to the school official and teacher positions than to the pupil and parent positions. Teachers apparently treated parents and pupils as similarly as school officials and other teachers. For attributed norms, however, teacher conformity tended to be significantly differentiated for each positional comparison in accordance with the distance hypothesis. Teachers thus conformed most to the norms attributed to teachers, school officials, parents and pupils, in that order. The content relevance of the two items varied so that the more controversial item, "allowing pupils to explore," involved greater significant variation than "having pupils sing solos."

Teacher Autonomy

Table 4.4 summarizes the findings for ten items of behavior involving the autonomy of teachers or their behavioral independence in a variety of school settings. The items are generally arranged according to background similarity.

4.41 The dominant pattern characterizing teacher autonomy items revealed greater teacher conformity to both norms and expectations attributed to school officials and other teachers. With only one exception, no findings of significant differences for teacher conformity were recorded for the school official-teacher comparisons. The one exception to the predominant pattern involved "visiting other teachers on the playground," an item with greater relevance for teachers and pupils (see 3.64). Teachers conformed most to cognitions attributed to teachers, school officials, parents and pupils, in the predicted order.

Table 4.4

Teacher Autonomy

Positional Comparisons X - Y	Own Expect. X-Y	Mean Differences for Teacher Conformity to: Attributed Expectations	Attributed Norms	Own Norms X-Y
Behavior Item (3A): Singing during a classroom singing period.				
Combination		.205 xx	.271 xxxx	
Pupils-Parents	4-4			4-4
Pupils-School Officials	4-4		.226 xx	4-3
Pupils-Teachers	4-4	.212 x	.375 xxxx	4-3
Parents-School Officials	4-4	.199 x	.169 x	4-3
Parents-Teachers	4-4	.220 x	.318 xxx	4-3
School Officials-Teachers	4-4			3-3
Behavior Item (23C): Grading papers during a classroom singing period.				
Combination		.200 xx	.226 xxx	
Pupils-Parents	2-2			2-2
Pupils-School Officials	2-1*		.266 xx	2-1*
Pupils-Teachers	2-1*		.262 xx	2-1*
Parents-School Officials	2-1	.244 xx	.190 x	2-1
Parents-Teachers	2-1*	.192 x	.186 x	2-1
School Officials-Teachers	1-1			1-1
Behavior Item (25C): Choosing books for pupils in the classroom.				
Combination		.291 xxxx	.305 xxxx	
Pupils-Parents	3-3			3-3
Pupils-School Officials	3-3	.234 xx	.256 xx	3-3
Pupils-Teachers	3-3	.329 xxxx	.352 xxx	3-2
Parents-School Officials	3-3	.251 xx	.257 xx	3-3
Parents-Teachers	3-3	.346 xxx	.353 xxxx	3-2
School Officials-Teachers	3-3			3-2

Table 4.4 (continued)

Positional Comparisons X - Y	Own Expect. X-Y	Mean Differences for Teacher Conformity to: Attributed Expectations	Attributed Norms	Own Norms X-Y
Behavior Item (15B): Doing own studying and grading in the library.				
Combination		.220 xxx	.190 xx	
Pupils-Parents	3-3			3-3
Pupils-School Officials	3-2*	.197 xx		3-3
Pupils-Teachers	3-3*	.218 xx	.214 x	3-3
Parents-School Officials	3-2*	.221 x		3-3*
Parents-Teachers	3-3*	.242 x	.277 xxx	3-3
School Officials-Teachers	2-3			3-3
Behavior Item (21C): Reading own books during study period.				
Combination		.361 xxxx	.205 xx	
Pupils-Parents	3-3			3-2*
Pupils-School Officials	3-1*	.285 xx		3-1*
Pupils-Teachers	3-1*	.299 xx	.335 xx	3-1*
Parents-School Officials	3-1*	.423 xxx		2-1*
Parents-Teachers	3-1*	.437 xxxx		2-1*
School Officials-Teachers	1-1			1-1
Behavior Item (11B): Visiting with other teachers during a study period.				
Combination			.191 x	
Pupils-Parents	2-2		.356 x	2-2
Pupils-School Officials	2-2		.399 xx	2-1*
Pupils-Teachers	2-1*		.340 x	2-1*
Parents-School Officials	2-2			2-1*
Parents-Teachers	2-1			2-1
School Officials-Teachers	2-1			1-1

Table 4.4 (continued)

Positional Comparisons X - Y	Own Expect. X-Y	Mean Differences for Teacher Conformity to: Attributed Expectations	Attributed Norms	Own Norms X-Y
Behavior Item (22C): Leaving the room during a classroom test.				
Combination			.497 xxxx	
Pupils-Parents	1-1		.876 xxxx	2-1*
Pupils-School Officials	1-1		.961 xxxx	2-1
Pupils-Teachers	1-1*		.916 xxxx	2-1*
Parents-School Officials	1-1			1-1
Parents-Teachers	1-1			1-1
School Officials-Teachers	1-1			1-1
Behavior Item (10A): Cooperating with other teachers in school.				
Combination	--	.129 x	.239 xxxx	
Pupils-Parents	5-5		.208 xx	4-5
Pupils-School Officials	5-5	.167 x	.357 xxx	4-5
Pupils-Teachers	5-5	.194 xx	.429 xxxx	4-5
Parents-School Officials	5-5			5-5
Parents-Teachers	5-5		.221 xx	5-5
School Officials-Teachers	5-5			5-5
Behavior Item (20B): Cooperating with the principal in school.				
Combination			.290 xxxx	--
Pupils-Parents	4-5		.266 x	4-5
Pupils-School Officials	4-5		.475 xxxx	4-5
Pupils-Teachers	4-5*		.372 xxx	4-5*
Parents-School Officials	5-5		.209 xxx	5-5
Parents-Teachers	5-5	.134 x	.106 x	5-5
School Officials-Teachers	5-5*			5-5
Behavior Item (9A): Visiting with other teachers on the playground.				
Combination	--	.135 x	.190 xxx	--
Pupils-Parents	3-2			3-2
Pupils-School Officials	3-2			3-2
Pupils-Teachers	3-3	.196 x	.339 xxx	3-2
Parents-School Officials	2-2			2-2
Parents-Teachers	2-3	.236 xx	.302 xxxx	2-2
School Officials-Teachers	2-3		.259 xx	2-2

Teacher Participation

Table 4.5 presents the findings for seven items of teacher participation in community and extra-curricular activities that generally take place outside of the daily classroom activities of teachers.

4.51 The dominant pattern for teacher conformity involved the lack of significant differences found for the parent-school official comparisons. Teachers conformed most to attributions to other teachers, then about equally well to parents and school officials, and least of all to pupil attributions.

4.52 For extra-curricular activities (items 27C, 18B) the most significant differences were found for the conformity comparisons between pupils and parents against school officials and teachers. Conformity to the pupil position was nonetheless the least apparent.

4.53 "Doing menial tasks," "attending PTA," and "participating in community activities" showed that teacher conformity was significantly differentiated for all alter-teacher comparisons, but tended to be non-significantly differentiated for the alter-alter comparisons. "Speaking out at PTA," and "visiting parents at the PTA" appeared to be independent of the predominant pattern. For these latter comparisons, only the two target positions, parents and school officials, were conformed to in a similar fashion.

Table 4.5

Teacher Participation

Positional Comparisons X - Y	Own Expect. X-Y	Mean Differences for Teacher Conformity to: Attributed Expectations	Attributed Norms	Own Norms X-Y
Behavior Item (I8B): Kibitzing during basketball game in the gym.				
Combination		.268 xxx	.320 xxxx	--
Pupils-Parents	2-2		.328 xx	2-2
Pupils-School Officials	2-2	.248 x	.415 xxx	2-2
Pupils-Teachers	2-2	.391 xxx	.551 xxxx	2-2
Parents-School Officials	2-2			2-2
Parents-Teachers	2-2	.289 xx	.223 x	2-2
School Officials-Teachers	2-2			2-2
Behavior Item (27C): Being partisan during football game on the athletic field.				
Combination	--	.249 xxx	.428 xxxx	--
Pupils-Parents	3-3			3-3
Pupils-School Officials	3-3	.261 xx	.449 xxxx	3-3
Pupils-Teachers	3-3	.389 xxx	.579 xxxx	3-3
Parents-School Officials	3-3		.274 xx	3-3
Parents-Teachers	3-3	.238 xx	.404 xxx	3-3
School Officials-Teachers	3-3			3-3
Behavior Item (29C): Doing menial tasks during the basketball game in the gym.				
Combination				–
Pupils-Parents	2-2			2-2
Pupils-School Officials	2-2			2-2
Pupils-Teachers	2-2			2-1*
Parents-School Officials	2-2			2-2
Parents-Teachers	2-2			2-1
School Officials-Teachers	2-2	.178 x		2-1

Table 4.5 (continued)

Positional Comparisons X - Y	Own Expect. X-Y	Mean Differences for Teacher Conformity to: Attributed Expectations	Mean Differences for Teacher Conformity to: Attributed Norms	Own Norms X-Y
Behavior Item (16B): Attending PTA meetings in the auditorium.				
Combination			.092 x	--
Pupils-Parents	4-4			4-4*
Pupils-School Officials	4-4			4-4
Pupils-Teachers	4-4			4-3*
Parents-School Officials	4-4			4-4
Parents-Teachers	4-4	.252 x	.183 x	4-3*
School Officials-Teachers	4-4	.198 x		4-3*
Behavior Item (30C): Participation in community activities out of school.				
Combination	--	.235 xxx	.201 xxx	--
Pupils-Parents	3-3*			4-3*
Pupils-School Officials	3-3			4-3
Pupils-Teachers	3-3	.339 xxx	.347 xxx	4-3
Parents-School Officials	3-3			3-3
Parents-Teachers	3-3	.342 xxx	.398 xxxx	3-3
School Officials-Teachers	3-3	.214 x	.349 xxx	3-3
Behavior Item (26C): Visiting with parents during PTA meeting in the auditorium.				
Combination	--	.206 xxx	.247 xxx	--
Pupils-Parents	4-3*		.371 xxx	3-3
Pupils-School Officials	4-4		.270 xx	3-4
Pupils-Teachers	4-3	.339 xxx	.590 xxxx	3-3
Parents-School Officials	3-4			3-4
Parents-Teachers	3-3	.314 xxx	.219 x	3-3
School Officials-Teachers	4-3	.243 xx	.320 xxx	4-3*
Behavior Item (6A): Speaking out at PTA meetings in the auditorium.				
Combination	--	.311 xxxx	.181 xx	--
Pupils-Parents	3-3	.298 xx		3-3
Pupils-School Officials	3-2	.336 xxx		3-3
Pupils-Teachers	3-1*	.589 xxxx	.311 xxx	3-2*
Parents-School Officials	3-2*			3-3
Parents-Teachers	3-1*	.291 xxx	.214 xx	3-2*
School Officials-Teachers	2-1*	.253 xx		3-2

CHAPTER V

SUMMARY AND CONCLUSIONS

The major purpose of this monograph was to test co-variant relationships between social distance and accuracy of, and conformity to, role perceptions. That these were related was substantially supported by the findings. Hypothesis No. 1 received sufficient support to warrant both more extensive research application and further refinement of the stated hypothesis. Hypothesis No. 2 received unqualified support indicating that teachers did in fact report conforming to cognitions attributed to their own position for both cognition types and regardless of perceived or existent conflicts among significant others. Hypothesis No. 3 was also confirmed but indicated that the pattern of significant differences found in the predicted and reversed directions varied by cognition type where effective distance was altered in particular backgrounds. The implications of these findings are discussed at length below.

Social Distance Revisited

The distance rationale utilized in this thesis conceived social distance as a two-dimensional independent variable category. The two dimensions were operationally construed as variants of (1) the amount of cognitive sharing and (2) the amount of association and interaction between members of the four positions investigated. That is, the amount of social distance between teachers and the three alter positions investigated was assessed by rating teachers and alters for the extent to which they shared similar cognitive orientations and the probability of their *in situ* association and interaction for the specific behavior items studied.

Following the theoretical orientation of Helen Peak (1962), these dimensions of distance were further discriminated on the grounds that sharing was always the more important dimension, and association-interaction always the less important dimension. It was concluded in Chapter II, however, that this theoretical bias, however supportable, left our propositional structure in an inelegant and incomplete state. Whereas inelegance might be pardonable at this juncture, incompleteness should be more remediable. There is a readily apparent gap in our propositional structure that can possibly be filled in by careful research. That gap concerns the relative strength of the two relational sources of social distance. In the following pages an attempt will be made to partially assess the importance of these dimensions with the unexpected and predicted findings presented in Chapter III & IV. The questions we ask are: (1) At what point does inter-positional sharing become more important than association and interaction for accurate role perception and conformity or how much inter-positional association and interaction will override some amount of sharing? (2) What discernably unique effects, if any, do variations on the two dimensions have for accuracy and conformity? No very complete answer to the first question can be given from findings presented in this study, but some rather surprising results were obtained with regard to the second question.

As previously stated, the distinctive distribution of significant findings for attributed norms and expectations was not formally anticipated in either the propositions, hypotheses, or theoretical elaboration. What was anticipated and confirmed was that reversals of the predicted direction of teacher accuracy would occur in situations where selective teacher association and interaction with alters was likely to occur. It might be added, however, that the mere assessed probability of association and interaction between teachers and alters was not invariably associated with findings of reversed accuracy. Most instances of reversal, however, were associated with the probable presence of alter position members. The majority of reversals for attributed expectations involved situations where teachers had the opportunity for interaction with more distant alters, whereas this was not so frequently the case for reversals involving attributed norms.

The most plausible interpretation is that teachers are in general more sensitive to other's norms held for teacher behavior than to other's expectations. If own expectations are in fact the more reality oriented subjective probability maps held for actual behaviors, and own norms are the subjective approval maps held for preferred behavior, then it follows that attributed expectations would be more reality oriented and more accurate than attributed norms _only_ when interaction and association are frequent. Thus where the opportunity to interact with others _in situ_ is lacking, the reality oriented expectations of others are likely to be unknown. There is also reason to believe that norms for teacher behavior are more saliently held and are more likely to have a public character than expectations. Norms can be formed and held for teacher behavior without the slightest reference to what actually occurs in any teaching situation. In the prior studies, conflicts between own norms were, in fact, more numerous than expectational conflicts. It is suggested then that teachers give precedence to the norms of others because norms have a more "public" character and because teachers lack an adequate means for assessing other's expectations. This interpretation of the greater accuracy of attributed norms is consistent with the assessment of the social circumstances of public school teachers made in Chapter II. Where teachers are vulnerable public servants, who rarely interact and only infrequently associate with members of alter positions (excepting pupils), it is improbable that teachers would make assessments of others' expectations as accurate as teachers' assessments of others' norms.

This interpretation also helps to explain the recurrent findings which indicated that expectations attributed to pupils were more accurate than expectations attributed to parents and more accurate than norms attributed to pupils. Teachers do interact and associate with pupils on an extensive and frequent basis, thereby providing teachers with a reasonably adequate basis for assessing pupil expectations. This further suggests that predictions about cognitive accuracy based on social distance should carefully discriminate between cognitive orientations.

The findings presented in Chapter III indicated that the accuracy hypothesis was only partially confirmed for specific hypothesis 1.2, concerning cognitions attributed to pupils and parents, and reversed for hypothesis 1.7, concerning cognitions attributed to school officials and teachers. It is appropriate at this juncture to attempt a fuller explanation of failures to confirm these specific hypotheses. Of primary importance is the incompleteness of the social distance rationale itself. The attempt to rank each position as distinctively more or less distant from teachers, strained the propositions and involved too many unwarranted assumptions about the structure of social relations between positions in the social network of the public school. The basis for assuming that parents were less distant from teachers than pupils was inadequate, since the propositions developed provided no decisive criteria for assessing the proportionate relational strength of some sharing between teachers and parents and a great deal of interaction between teachers and pupils.

There were other reversals, however, which cannot be explained solely on the grounds of interaction _in situ_. The many reversals involving comparisons between teacher accuracy to school officials and teachers are more problematical. It is of course possible that the assumption of greater teacher interaction and association with other teachers is erroneous. It was based, after all, on the fact that teachers were the primary role performers. It is also true, however, that teachers were seldom the targets of, or even audience to, the specific performances of others specified in the backgrounds. This apparent lack of actual observation of other teachers combined with the lack of extensive controversy may account for some teacher inaccuracy.

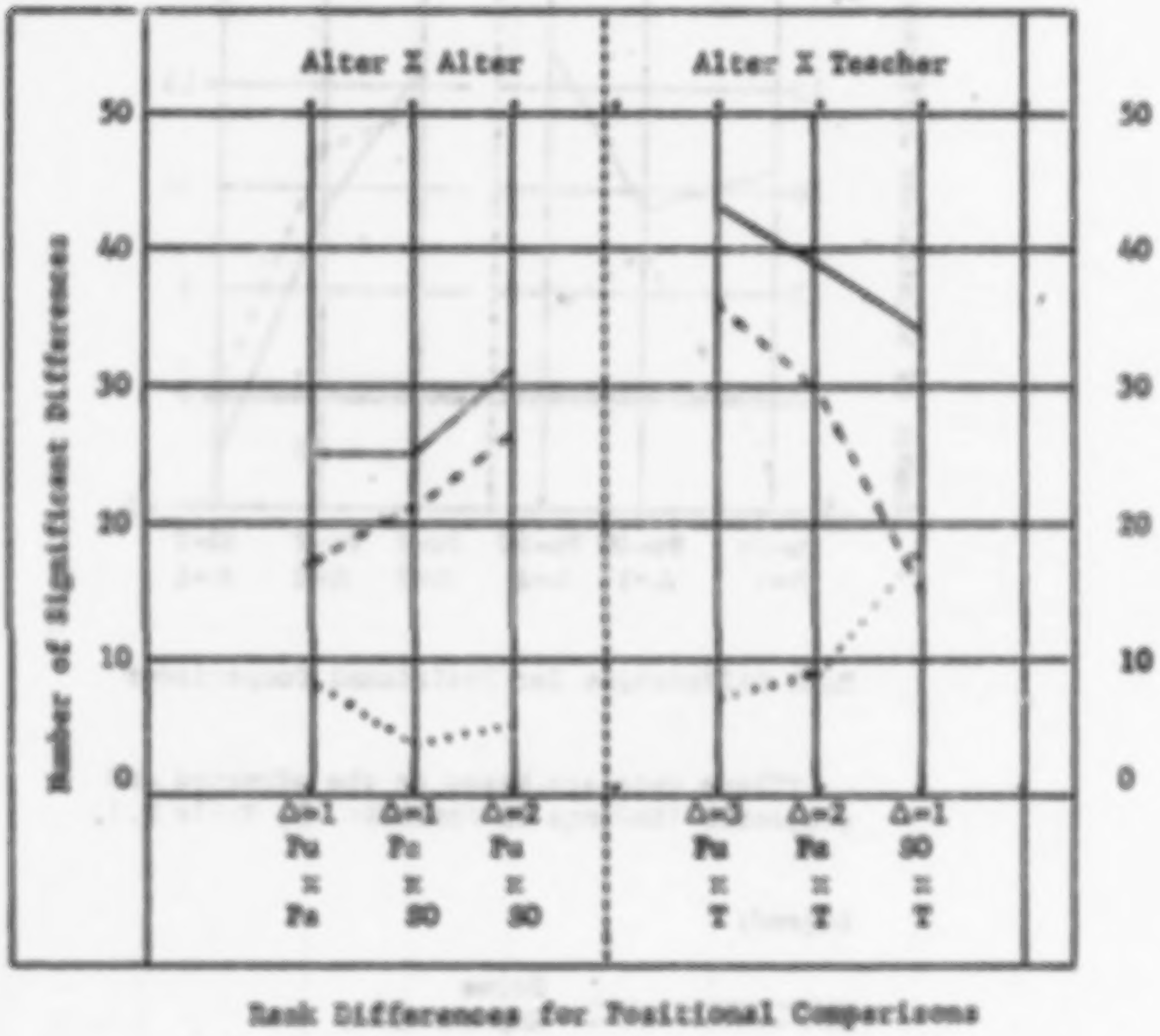
Whatever alternative interpretations there are for these reversals of predicted teacher accuracy, it is apparent that the specific hypotheses were weakest, where they involved pairs of positions least distant from one another (1.2 and 1.7). For the comparisons between the combined pairs of paired positions (hypothesis 1.1) the level of confirmation was more substantial, as it was for the four comparisons (1.3 to 1.6) involving the individual positions combined in hypothesis 1.1. The pattern of differences for all six positional comparisons does not reveal any curvilinear or unilinear relationship for the number of significant differences found for the comparisons from the most distant to the least distant pairs of positions. However, by dividing the pairs of positions into separate groups of comparisons, (1) for attributions to the pairs of alter positions, and (2) for attributions to the alter-teacher pairs, it is possible to discern quite distinctive patterns.

Figure 1 reveals that when the number of all significant differences are displayed for the alter-teacher comparisons they appear to define a parameter that is distinct from that for the alter-alter comparisons. The display of significant differences for all positional comparisons (see table 3.1) according to the degrees of ranked distance between the positions compared, revealed no consistent findings for comparisons involving the same degrees of difference. It would appear that the distance hypothesis, as stated in Chapter I, clearly is most appropriate for the alter-teacher comparisons. The general hypothesis does not propose that the degree of distance from teachers and between two alter position will also co-vary with the degree of accuracy. The fact that confirmation of this logical corollary of the original distance hypothesis was also obtained represents something of a bonus.

Figure 2 reveals just how distinctive the two parameters actually are. For the alter-teacher grouping both the attributed norms and expectations showed a tendency to exhibit similar patterns of distribution whereas for the alter-alter grouping attributed norms and expectations exhibited complimentary patterns of distribution. The breakdown for norms and expectations according to the number of significant findings in both directions can be found in Appendix B. Figure 2 summarizes these findings by subtracting the number of reversals for

Figure 1

Accuracy of Attributed Cognition Differences
by Ranked Positional Distance



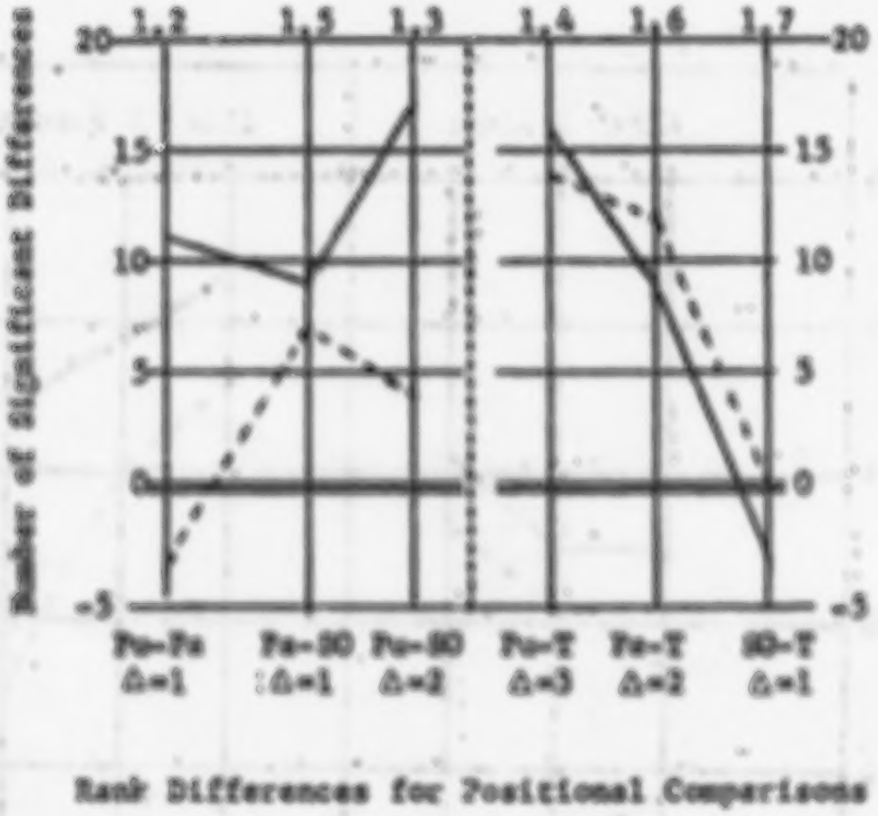
Legend:

———————— Total No. of Significant Differences
- - - - - - - - - - Total No. in Predicted Direction
. . . . Total No. in Reversed Direction

Pu = Pupils
Pa = Parents
SO = School Officials
T = Teachers

Figure 2

Number of Predicted Findings Over Reversed Findings for Accuracy and the Degree of Social Distance*



*These data are based on the adjusted and projected findings in Appendix B, Table B.1.

Legend:

──────────── Norms
------------------ Expectations

Pu = Pupils
Pa = Parents
SO = School Officials
T = Teachers

both cognition types from the number of predicted findings for each positional comparison. The reversals, which marked hypotheses 1.2 and 1.7 as the weakest of the lot, appear in the separate parameters. The findings for pupils in both parameters supported the theory that interaction and association are the least significant dimension of social distance for the prediction of teacher accuracy. Teacher norms and expectations attributed to pupils and teachers were more often significantly differentiated in the predicted direction of accuracy than were norms and expectation attributed to parents and teachers.

Though the differences for attributed expectations were slight, it is not sufficient to conclude that teachers perceive pupil and parent expectations as quite similar. The alter-alter grouping reveals that in fact teachers were a bit more accurate about pupil expectations than those of parents. The apparent inconsistency for expectations must be explained on the grounds that the absolute accuracy of teacher attributions to pupils was more often greater than the absolute accuracy of teacher attributions to parents. Where teachers both shared most extensively and interacted _in situ_ with school officials about as frequently as they did with other teachers, their attributed expectations were on the whole equally accurate. There is one quite significant drawback to this interpretation, however, since the school official position was not as frequently present as were pupils in the situations where reversals occurred. Thus before preceding to an elaboration of the distance hypothesis we must consider the content relevance of the items extensively reviewed in Chapter IV.

Relevance of Rôle Content

From the findings of distinctive patterns of differences for accuracy associated with specific content items, it is certain that the items vary considerably in their relevance to teachers as well as to alters. Only for the most general and most non-controversial items of behavior were teachers consistently most accurate to the least distant position. Items of this sort included all "pupil surveillance" activities, teacher "extra-curricular" activities, and "community participation out of school."

Where the behavior items were most relevant to pupils, teachers tended to be more accurate to teachers, school officials, pupils, and parents, in that order. These items included the in-classroom "deviancy control" of pupil behaviors, for expectations attributed to parents and pupils, where no conflicts existed and also include the "pupil autonomy" items for norms attributed to parents and pupils, where conflicts did exist. These findings indicate that the relevance of behavior items to pupils was most often perceived by teachers where controversy or conflict was lacking and that only where items were also more relevant to teachers were pupil norms more accurately perceived. The pupil autonomy items involve teaching methods, and teachers and pupils tended to agree. Teachers, incidentally, perceived the parent position as more liberal than they actually were about pupil autonomy.

Where the behavior items were most relevant to parents, teachers occasionally tended to be more accurate to them than to other teachers. It is clear, however, that there were few reversals involving increased accuracy to parents. Those that do occur involved settings that were either quite general and exposed the teacher to observation, or they involved those infrequent situations where teachers were associated or interacting with parents in the setting. These items included "disciplining pupils" in the gymnasium and cafeteria and of course the PTA items where parents were likely to be the targets for teacher behaviors. Both norms and expectations were reversed for the disciplining situations, whereas only expectations were reversed for the PTA situations. These findings indicate that teachers showed some tendency to be aware of parental norms and expectations involving situations where the fairness of pupil treatment was the focal point. However, this was true only in settings that were publicly exposed and only where the "fairness" in question was of a general sort. Deviancy control items, which also involved fairness and were therefore also relevant, were not as accurately perceived for parents, as for pupils, who were present and to whom these specific items were immediately more relevant.

Where the behavior items were most relevant to school officials, teachers showed a definite tendency to be more accurate to school officials than to other teachers. These items were focused particularly on "teacher autonomy" in the classroom and teacher cooperation. The most interesting finding here was that there was generally little or no conflict between the own cognitions of teachers and school officials, and yet teachers consistently misperceived the parent position and the teacher position. Where teachers accurately perceived school official conservatism, they were pluralistically ignorant about parents and inaccurately attributed more liberal norms to other teachers. The conflicts that existed for these items were between school personnel and the parent-pupil positions, but teachers perceived conflicts between school officials and other teachers. Generally, where no conflicts existed, teachers perceived conflicts between teachers and alters. In fact, teachers in some cases inaccurately attributed conservative sharing to parent and school official alters and accurately attributed more liberal norms to other teachers. This latter conclusion applies, however, only to the item of teacher autonomy that was specified for the non-classroom, "studying and grading the library" situation, where public exposure was reduced. Teacher accuracy to pupils in this case, as in the case of "speaking out at the PTA," cannot be attributed to the relevance of these items to pupils. At this juncture it is appropriate to complete our explanation of the greater accuracy of teachers to school officials.

At least two explanations are possible for the greater accuracy of teacher attributed cognitions to school officials. (1) Teachers may *in fact* interact with principals more frequently than our assessment indicated and thus more fully utilize the potential for inter-positional communication that exists as a result of extensive teacher-school official cognitive sharing. As stated in Chapter II (p. 33), the combined impact of extensively shared frames of reference and frequent interaction and association would operate to insure the full utilization of communicative potential, increase the strength of inter-positional relations, and eliminate social distance as an effective relational dimension. (2) It is also possible that the lack of sufficient association and interaction between teachers and school officials combines with an external relevance factor to produce a condition of inter-positional role strain. As

Peak stated it, "conditions do exist where the presence of an associative linkage between two events [or sentient-object positions] with a common property results in judging events [or positions] as farther apart on the common dimension... For example, contrast may appear when one event evokes another which differs from it in some amount" (13/ p.339). The most intuitively obvious condition, external to the teacher-school official sharing of common frames of reference, is the relative amount of power held by members of these two positions. It is most probable that school officials have in fact more expected power than teachers, and that teachers recognize this situation. A brief review of role literature by Cartwright 16/ made the point that "research on role raises doubt that such soft properties as expectations and perceptions adequately characterize the actual phenomena of role. The harder properties of power are inextricably a part of the phenomena referred to by the concept of role" (p. 7).

The vulnerability and insecurity of the teacher situation creates a condition conducive to the distortion of inter-positional role perceptions. For instance, the fact that teachers misperceive school officials where no conflicts exist between them (but where it might for teachers and others) and misperceive other teachers where it does exist, suggests that teachers in fact subjectively "design" attributed cognitions to reduce the threat of conflicts with more relevant alters. An experiment by Pepitone (17/) produced significant findings which support this hypothetical reconstruction.

Our own findings make more sense in the light of the second explanation. Regardless of what motivations teachers may have had, they did in fact tend to misperceive the cognitions of school officials and others where conflicts existed in such a way that no conflicts were perceived. Where no conflicts existed, teachers tended to perceive conflicts with school officials and others that involved distortion of teachers' own cognitions. Although no conclusive support of this interpretation can be drawn from the findings reported in this study, the findings do lay the groundwork for a future investigation of the inter-positional power relations between teachers and alters. In particular, such a proposed study should shed much light on the greater accuracy of teachers' role perceptions to school officials.

The conclusions to be drawn for the social distance hypothesis is that cognitive accuracy does not vary directly in relation to social distance, even when both dimensions are taken into consideration. The introduction of a content relevance factor is essential to the explanation of cognitive accuracy. The finding of greatest importance for the distance rationale, however, is that attributed expectations show a definite tendency to be more accurate to the more distant others, when members of the primary and alter positions have the opportunity to interact, but attributed norms do not. Where sharing is extensive, however, frequent interaction will increase the accuracy of norms as well. When we consider all those occasions in which interaction between teachers and the most distant, parent and pupil positions, was possible it becomes apparent that most of the reversals that did occur involved increasing the accuracy of attributed expectations.

On the other hand, teacher conformity did vary directly in relation to social distance, but, as pointed out in the theory chapter, distance and the relevance of one's own position for teacher behavior happen to coincide. The effect of the two most distinctive modes for teacher perception of others, accomplished the dual purpose of (1) reducing inter-positional dissonances or existent conflicts that were most threatening, while (2) "creating" perceived conflicts out of non-threatening situations where alters were in fact either more liberal than teachers would allow or no more conservative than teachers themselves. In this light the fact that teachers without exception conformed most often to the norms and expectations attributed to other teachers is a far less remarkable finding, since the resolution of perceived and existent conflicts was for all practical purposes resolved in the life spaces of teachers. In a very general way these findings can be construed as support for two quite separate theoretical orientations. The reduction of inter-positional cognitive dissonances in favor of the more powerful school officials supports Festinger's dissonance theory and the conformity of teacher behavior to the more rewarding (least distant, most relevant) standards of the teacher position itself supports the Skinnerian view of behavior.

Collective Representation and Pluralistic Ignorance

Findings from prior studies revealed a pattern of attribution to all positions that was interpreted as evidence of pluralistic ignorance (Biddle, Rosencranz, Tomich, and Twyman, 5/). All positions tended to perceive People in General and School Officials as holding conservative norms for teacher behavior. These attributions, matched neither the norms that these positions actually held nor the behavior of teachers. These findings are not consistent, however, with the findings of this study. As pointed out previously, teachers were inaccurate in their perception of other teachers most often because they attributed more liberal norms and expectations to the teacher position than they held for themselves. Their behavior, on the other hand, without exception conformed significantly more to attributions to teachers than to any other position. Obviously teachers are not guilty of pluralistic ignorance in the case of other teachers.

Unless appearances are not too deceiving it would seem that teachers' attributions of more liberal norms to other teachers is of the order of a collective representation. Teachers seem to have established group standards for behavior that are more realistic than personal standards. In the review of literature, it was reported that the studies investigators rejected the idea that teachers might have given "acceptable" answers rather than honest estimates of their own cognitions. It is possible however, that teacher attributed cognitions have been adjusted to a more realistic level and therefore more acceptable standard for the behavior of the position as a whole.

By collective representation we refer not to a "subjective community of belief and sentiment which is the source of solidarity, but rational orientation to the same set of phenomena in the environment of action, an 'objective' source of uniformities" (Parsons, 11/:p. 360). What is suggested here, is that expectations attributed to other teachers are often collective representations of what teachers are actually doing. Where behavior in fact does not conform to the individually held cognitions or collectively shared sentiments of teachers, it is suggested that the realities of the teaching situation will not permit it. This interpretation of teachers' inaccurately attributed cognitions to other teachers is consistent with our rating of teacher interaction with other teachers in situ. Thus teachers must often rely on their own "rational orientation to the same set of phenomena in the environment of action" by basing their attributions to other teachers on their own personal behavior or even the occasionally observed behavior of other teachers. The fact that uniformities occur is not then attributed to inter-positional communication or subjective sharing of a common normative orientation but rather to the rational apprehension of social facts.

APPENDIX A

BEHAVIOR ITEMS AND THE QUESTIONNAIRE

Table A.1

Items Used for Attributed Cognition Questions

Item Number	Form	Item
1	A	Watching pupils during study period.
2	A	Supervising pupils in a classroom test.
3	A	Singing during a classroom singing period.
4	A	Ignoring pupils misbehaving in a classroom.
5	A	Keeping pupils quiet in the library.
6	A	Speaking out at PTA meetings in the auditorium.
7	A	Policing the halls.
8	A	Disciplining pupils during basketball games in the gym.
9	A	Visiting with other teachers on the playground.
10	A	Cooperating with other teachers in school.
11	B	Visiting with other teachers during study period.
12	B	Watching for cheaters during a classroom test.
13	B	Having pupils sing solos during a classroom singing period.
14	B	Telling misbehaving pupils in the classroom to stop talking.
15	B	Doing own studying and grading in the library.
16	B	Attending PTA meetings in the auditorium.
17	B	Allowing pupils to explore during experiments in the laboratory.
18	B	Kibitzing during basketball game in the gym.
19	B	Supervising on the playground.
20	B	Cooperating with the principal in school.
21	C	Reading own books during study period.
22	C	Leaving the room during a classroom test.
23	C	Grading papers during a classroom singing period.
24	C	Threatening pupils misbehaving in the classroom.
25	C	Choosing books for pupils in the classroom.
26	C	Visiting with parents during PTA meetings in the auditorium.
27	C	Being partisan during football game on athletic field.
28	C	Disciplining pupils in the cafeteria.
29	C	Doing menial tasks during basketball game in the gym.
30	C	Participating in community activities out of school.

Table A.2

QUESTIONNAIRE
(page 2)

Dear Teacher:

This questionnaire is part of a broad study of teacher role in Kansas City. The general study concerns how people think about teaching and how these ideas relate to problems faced by teachers and potential teachers. A great deal has been written by people who presume to speak for both the American public and professional educators and yet seldom with the support of substantial evidence. It is our aim to gather that needed evidence from these appropriate sources, namely, teachers, school officials, parents and pupils. You are one of a selected sample of teachers chosen from schools in the metropolitan area. By answering and returning this questionnaire you will aid basic research working toward a more harmonious atmosphere for education in general and teachers in particular.

This project was begun originally at the University of Kansas City and is now carried on by the Social Psychology Laboratory at the University of Missouri. The study is also sponsored by the Cooperative Research Program of the United States Office of Education, the Group Psychology Branch of the Office of Naval Research, and Community Studies, Inc., of Kansas City.

Although we need your careful and thoughtful answers in this questionnaire, we do not want you to identify yourself. Please do not put your name on the questionnaire. When you have completed the questionnaire, will you please seal it in the stamped envelope provided and mail it directly to the Social Psychology Laboratory?

Please try to answer all questions honestly and fairly, and complete the entire questionnaire. Please remember to mail back the questionnaire no later than ______________.

Instructions

All questions in this instrument may be answered by marking an "x" in a space corresponding to one of the answers provided. For instance, in the sample question below, the answer which you would presumably select has been marked.

A. What is your present occupation?
Doctor...........(1)___
Teacher.........(2)_X_
Indian Chief....(3)___
Principal.......(4)___

(continued)

PERSONAL INFORMATION

1. How old are you?
   - 24 or less ....(1)____
   - 25 through 29.......(2)____
   - 30 through 34.......(3)____
   - 35 through 39.......(4)____
   - 40 through 44.......(5)____
   - 45 through 49.......(6)____
   - 50 through 54.......(7)____
   - 55 through 59.......(8)____
   - 60 or older.........(9)____

2. What is your sex?
   - Male ....(1)____
   - Female ....(2)____

3. What is your race?
   - Negro..................(1)____
   - White..................(2)____
   - Oriental...............(3)____
   - Other..................(4)____

4. What is your present marital status?
   - Never married.......(1)____
   - Married and living with spouse.......(2)____
   - Separated...........(3)____
   - Divorced............(4)____
   - Widowed.............(5)____

5. Are you a parent (or guardian) of a child in public school?
   - No, I am not.........(1)____
   - Yes, I have a child in public school...(2)____

(page 3A)

6. How many years of teaching experience have you completed in public school systems? (Please include only years of public school teachers and exclude years of college teaching and non-teaching jobs in public schools such as administration.)
   - Less than 1 year............(0)____
   - 1 year......................(1)____
   - 2 years.....................(2)____
   - 3 years.....................(3)____
   - 4 years.....................(4)____
   - From 5 to 9 years...........(5)____
   - From 10 to 14 years.........(6)____
   - From 15 to 19 years.........(7)____
   - From 20 to 24 years.........(8)____
   - 25 years or more............(9)____

7. What is your level of academic training?
   - Working toward certification.................(1)____
   - Certificate only............(2)____
   - BA (with or without certificate.......................(3)____
   - MA (with or without certificate..................(4)____
   - Graduate work beyond MA (with or without certificate)...................(5)____
   - PhD (with or without certificate)................(6)____

8. In what size community did you live when you were growing up? (If you lived in communities of different sizes, please choose the one you consider most important.)
   - Rural area or small town (2500 or less)....(1)____
   - Town (2501 to 10,000 people)................(2)____
   - Small city (10,001 to 50,000 people).......(3)____
   - Medium city (50,001 to 100,000 people).....(4)____
   - Large city (100,001 to 500,000 people).....(5)____
   - Metropolitan area (over 500,000 people)....(6)____

(continued)

9. Would you like to hold some other job that will eventually take you out of public school teaching?
   No, I want to continue teaching in the public schools........(1)___
   Yes, I should like to be a school official or administrator..(2)___
   Yes, I should like to teach at the college level..............(3)___
   Yes, I should like to be a housewife and mother...............(4)___
   Yes, I should like to do something else not related to public school teaching.......................................(5)___
   Yes, I should like another job, but I'm not sure what.........(6)___

10. How satisfied are you with public school teaching in general?
    Very dissatisfied.......(1)___
    Somewhat dissatisfied...(2)___
    Neutral.................(3)___
    Somewhat satisfied.....(4)___
    Very satisfied..........(5)___

For each of the questions on pages 4A through 7A, two answers are called for. You are asked to estimate how much of a behavior others like (desire from you), and how much of that same behavior others expect (actually think you are doing). For example, you might like to earn $20,000 per year but expect to earn only $5,000. Similarly, parents may like teachers to give their children very high grades and yet expect only moderately good grades. It is also possible that others may expect and like the same degree of behavior from teachers. In the sample question below, a teacher has estimated that parents expect a great deal of grading by teachers but that parents like a moderate amount of grading.

		Expect	Like
B. Grading papers during a classroom test Parents (expect) (like) most teachers during a classroom test to do:	A great deal of grading	(5) x	(5)___
	A lot of grading	(4)___	(4)___
	A moderate amount of grading	(3)___	(3) x
	A slight amount of grading	(2)___	(2)___
	Little or no grading	(1)___	(1)___

For questions such as these, answer twice--once for your estimation of the beliefs of others, once for your estimation of others' desires. It may sometimes be necessary to give an opinion about an item with which you are not directly familiar. But because we are interested in all your ideas concerning your opinion, or the opinion of others, please answer all questions.

Thank you very much for your cooperation.

(continued)

WHAT DO PARENTS EXPECT AND LIKE TEACHERS TO DO? (page 4A)

11. **Watching pupils during study period.** Parents (expect) (like) teachers during a public school study period to do:	A great deal of watching	(5)___(5)___
	A lot of watching	(4)___(4)___
	A moderate amount of watching	(3)___(3)___
	A slight amount of watching	(2)___(2)___
	Little or no watching	(1)___(1)___
12. **Supervising pupils in a classroom test.** Parents (expect) (like) teachers in a public school classroom during a test to do:	A great deal of supervising	(5)___(5)___
	A lot of supervising	(4)___(4)___
	A moderate amount of supervising	(3)___(3)___
	A slight amount of supervising	(2)___(2)___
	Little or no supervising	(1)___(1)___
13. **Singing during a classroom singing period.** Parents (expect) (like) teachers in a public school classroom to do:	A great deal of singing	(5)___(5)___
	A lot of singing	(4)___(4)___
	A moderate amount of singing	(3)___(3)___
	A slight amount of singing	(2)___(2)___
	Little or no singing	(1)___(1)___
14. **Ignoring pupils misbehaving in a classroom.** Parents (expect) (like) teachers in a public school classroom to do:	A great deal of ignoring	(5)___(5)___
	A lot of ignoring misbehavior	(4)___(4)___
	A moderate amount of ignoring	(3)___(3)___
	A slight amount of ignoring	(2)___(2)___
	Little or no ignoring	(1)___(1)___
15. **Keeping pupils quiet in the library.** Parents (expect) (like) teachers in a public school library to do:	A great deal of keeping	(5)___(5)___
	A lot of keeping pupils quiet	(4)___(4)___
	A moderate amount of keeping	(3)___(3)___
	A slight amount of keeping	(2)___(2)___
	Little or no keeping pupils quiet	(1)___(1)___
16. **Speaking out at PTA meeting in the auditorium.** Parents (expect) (like) teachers in a public school auditorium to do:	A great deal of speaking out	(5)___(5)___
	A lot of speaking out	(4)___(4)___
	A moderate amount of speaking out	(3)___(3)___
	A slight amount of speaking out	(2)___(2)___
	Little or no speaking out	(1)___(1)___

(continued)

17. Policing the halls

Parents (expect) (like) teachers in the public school halls to do:

	Expect	Like
A great deal of policing halls	(5)___	(5)___
A lot of policing halls	(4)___	(4)___
A moderate amount of policing halls	(3)___	(3)___
A slight amount of policing halls	(2)___	(2)___
Little or no policing halls	(1)___	(1)___

18. Disciplining pupils during basketball game in the gym

Parents (expect) (like) teachers in a public school gym during a basketball game to do:

A great deal of disciplining	(5)___	(5)___
A lot of disciplining pupils	(4)___	(4)___
A moderate amount of disciplining	(3)___	(3)___
A slight amount of disciplining	(2)___	(2)___
Little or no disciplining	(1)___	(1)___

19. Visiting with other teachers on playground

Parents (expect) (like) teachers on the public school playground to do:

A great deal of visiting with	(5)___	(5)___
A lot of visiting with teachers	(4)___	(4)___
A moderate amount of visiting	(3)___	(3)___
A slight amount of visiting	(2)___	(2)___
Little or no visiting with	(1)___	(1)___

20. Cooperating with other teachers in school

Parents (expect) (like) teachers in a public school to do:

A great deal of cooperating	(5)___	(5)___
A lot of cooperating with teachers	(4)___	(4)___
A moderate amount of cooperating	(3)___	(3)___
A slight amount of cooperating	(2)___	(2)___
Little or no cooperating with	(1)___	(1)___

WHAT DO PUPILS EXPECT AND LIKE TEACHERS TO DO? (page 5A)

21. Watching pupils during study period

Pupils (expect) (like) teachers during a public school study period to do:

A great deal of watching pupils	(5)___	(5)___
A lot of watching pupils	(4)___	(4)___
A moderate amount of watching	(3)___	(3)___
A slight amount of watching	(2)___	(2)___
Little or no watching pupils	(1)___	(1)___

22. Supervising pupils in a classroom test

Pupils (expect) (like) teachers in a public school classroom during a test to do:

A great deal of supervising	(5)___	(5)___
A lot of supervising pupils	(4)___	(4)___
A moderate amount of supervising	(3)___	(3)___
A slight amount of supervising	(2)___	(2)___
Little or no supervising pupils	(1)___	(1)___

(continued)

Expect Like

23. Singing during a classroom singing period
Pupils (expect) (like) teachers in a public school classroom singing period to do:
A great deal of singing with (5)___ (5)___
A lot of singing with pupils (4)___ (4)___
A moderate amount of singing (3)___ (3)___
A slight amount of singing with (2)___ (2)___
Little or no singing with pupils (1)___ (1)___

24. Ignoring pupils misbehaving in a classroom
Pupils (expect) (like) teachers in a public school classroom to do:
A great deal of ignoring (5)___ (5)___
A lot of ignoring misbehavior (4)___ (4)___
A moderate amount of ignoring (3)___ (3)___
A slight amount of ignoring (2)___ (2)___
Little or no ignoring misbehavior (1)___ (1)___

25. Keeping pupils quiet in the library
Pupils (expect) (like) teachers in a public school library to do:
A great deal of keeping pupils (5)___ (5)___
A lot of keeping pupils quiet (4)___ (4)___
A moderate amount of keeping (3)___ (3)___
A slight amount of keeping (2)___ (2)___
Little or no keeping pupils (1)___ (1)___

26. Speaking out at PTA meeting in the auditorium
Pupils (expect) (like) teachers in a public school auditorium to do:
A great deal of speaking out (5)___ (5)___
A lot of speaking out (4)___ (4)___
A moderate amount of speaking out (3)___ (3)___
A slight amount of speaking out (2)___ (2)___
Little or no speaking out (1)___ (1)___

27. Policing the halls
Pupils (expect) (like) teachers in the public school halls to do:
A great deal of policing (5)___ (5)___
A lot of policing halls (4)___ (4)___
A moderate amount of policing (3)___ (3)___
A slight amount of policing (2)___ (2)___
Little or no policing halls (1)___ (1)___

28. Disciplining pupils during basketball game in gym
Pupils (expect) (like) teachers in the public school gym during a basketball game to do:
A great deal of disciplining (5)___ (5)___
A lot of disciplining pupils (4)___ (4)___
A moderate amount of disciplining (3)___ (3)___
A slight amount of disciplining (2)___ (2)___
Little or no disciplining pupils (1)___ (1)___

29. Visiting with other teachers on playground
Pupils (expect) (like) teachers on the public school playground to do:
A great deal of visiting with (5)___ (5)___
A lot of visiting with teachers (4)___ (4)___
A moderate amount of visiting (3)___ (3)___
A slight amount of visiting with (2)___ (2)___
Little or no visiting with (1)___ (1)___

(continued)

30. Cooperating with other teachers in school

Pupils (expect) (like) teachers in a public school to do:

	Expect	Like
A great deal of cooperating	(5)___	(5)___
A lot of cooperating with	(4)___	(4)___
A moderate amount of cooperating	(3)___	(3)___
A slight amount of cooperating	(2)___	(2)___
Little or no cooperating with	(1)___	(1)___

WHAT DO SCHOOL OFFICIALS EXPECT AND LIKE TEACHERS TO DO? (page 6A)

31. Watching pupils during study period

School officials (expect) (like) teachers during a public school study period to do:

A great deal of watching pupils	(5)___	(5)___
A lot of watching pupils	(4)___	(4)___
A moderate amount of watching	(3)___	(3)___
A slight amount of watching	(2)___	(2)___
Little or no watching pupils	(1)___	(1)___

32. Supervising pupils in a classroom test

School officials (expect) (like) teachers in a public school classroom during a test to do:

A great deal of supervising	(5)___	(5)___
A lot of supervising pupils	(4)___	(4)___
A moderate amount of supervising	(3)___	(3)___
A slight amount of supervising	(2)___	(2)___
Little or no supervising pupils	(1)___	(1)___

33. Singing during a classroom singing period

School officials (expect) (like) teachers in a public school classroom during a singing period to do:

A great deal of singing	(5)___	(5)___
A lot of singing	(4)___	(4)___
A moderate amount of singing	(3)___	(3)___
A slight amount of singing	(2)___	(2)___
Little or no singing	(1)___	(1)___

34. Ignoring pupils misbehaving in a classroom

School officials (expect) (like) teachers in a public school classroom to do:

A great deal of ignoring	(5)___	(5)___
A lot of ignoring misbehavior	(4)___	(4)___
A moderate amount of ignoring	(3)___	(3)___
A slight amount of ignoring	(2)___	(2)___
Little or no ignoring misbehavior	(1)___	(1)___

35. Keeping pupils quiet in the library

School officials (expect) (like) teachers in a public school library to do:

A great deal of keeping pupils	(5)___	(5)___
A lot of keeping pupils quiet	(4)___	(4)___
A moderate amount of keeping	(3)___	(3)___
A slight amount of keeping	(2)___	(2)___
Little or no keeping pupils quiet	(1)___	(1)___

(continued)

Expect Like

36. Speaking out at PTA meeting in the auditorium
School officials (expect) (like) teachers in a public school auditorium to do:
A great deal of speaking out (5)___(5)___
A lot of speaking out (4)___(4)___
A moderate amount of speaking out (3)___(3)___
A slight amount of speaking out (2)___(2)___
Little or no speaking out (1)___(1)___

37. Policing the halls
School officials (expect) (like) teachers in a public school to do:
A great deal of policing halls (5)___(5)___
A lot of policing the halls (4)___(4)___
A moderate amount of policing (3)___(3)___
A slight amount of policing halls (2)___(2)___
Little or no policing halls (1)___(1)___

38. Disciplining pupils during basketball game in gym
School officials (expect) (like) teachers in a public school gym during a basketball game to do:
A great deal of disciplining (5)___(5)___
A lot of disciplining pupils (4)___(4)___
A moderate amount of disciplining (3)___(3)___
A slight amount of disciplining (2)___(2)___
Little or no disciplining pupils (1)___(1)___

39. Visiting with other teachers on playground
School officials (expect) (like) teachers on the public school playground to do:
A great deal of visiting with (5)___(5)___
A lot of visiting with teachers (4)___(4)___
A moderate amount of visiting (3)___(3)___
A slight amount of visiting (2)___(2)___
Little or no visiting with (1)___(1)___

40. Cooperating with other teachers in school
School officials (expect) (like)) teachers in a public school to do:
A great deal of cooperating with (5)___(5)___
A lot of cooperating with (4)___(4)___
A moderate amount of cooperating (3)___(3)___
A slight amount of cooperating (2)___(2)___
Little or no cooperating with (1)___(1)___

WHAT DO TEACHERS EXPECT AND LIKE OTHER TEACHERS TO DO? (page 7A)

41. Watching pupils during study period
Teachers (expect) (like) other teachers during a public school study period to do:
A great deal of watching pupils (5)___(5)___
A lot of watching pupils (4)___(4)___
A moderate amount of watching (3)___(3)___
A slight amount of watching (2)___(2)___
Little or no watching pupils (1)___(1)___

(continued)

42. Supervising pupils in a classroom test

Teachers (expect) (like) other teachers in a public school classroom during a test to do:

	Expect	Like
A great deal of supervising	(5)___	(5)___
A lot of supervising pupils	(4)___	(4)___
A moderate amount of supervising	(3)___	(3)___
A slight amount of supervising	(2)___	(2)___
Little or no supervising pupils	(1)___	(1)___

43. Singing during a classroom singing period

Teachers (expect) (like) other teachers in a public school classroom during a singing period to do:

	Expect	Like
A great deal of singing	(5)___	(5)___
A lot of singing with pupils	(4)___	(4)___
A moderate amount of singing	(3)___	(3)___
A slight amount of singing with	(2)___	(2)___
Little or no singing with pupils	(1)___	(1)___

44. Ignoring pupils misbehaving in a classroom

Teachers (expect) (like) other teachers in a public school classroom to do:

	Expect	Like
A great deal of ignoring	(5)___	(5)___
A lot of ignoring misbehavior	(4)___	(4)___
A moderate amount of ignoring	(3)___	(3)___
A slight amount of ignoring	(2)___	(2)___
Little or no ignoring misbehavior	(1)___	(1)___

45. Keeping pupils quiet in the library

Teachers (expect) (like) other teachers in a public school library to do:

	Expect	Like
A great deal of keeping pupils	(5)___	(5)___
A lot of keeping pupils quiet	(4)___	(4)___
A moderate amount of keeping	(3)___	(3)___
A slight amount of keeping	(2)___	(2)___
Little or no keeping pupils quiet	(1)___	(1)___

46. Speaking out at PTA meetings in the auditorium

Teachers (expect) (like) other teachers in public school auditoriums to do:

	Expect	Like
A great deal of speaking out	(5)___	(5)___
A lot of speaking out	(4)___	(4)___
A moderate amount of speaking out	(3)___	(3)___
A slight amount of speaking out	(2)___	(2)___
Little or no speaking out	(1)___	(1)___

47. Policing the halls

Teachers (expect) (like)) other teachers in the public school halls to do:

	Expect	Like
A great deal of policing halls	(5)___	(5)___
A lot of policing halls	(4)___	(4)___
A moderate amount of policing hall	(3)___	(3)___
A slight amount of policing halls	(2)___	(2)___
Little or no policing halls	(1)___	(1)___

48. Disciplining pupils during basketball game in gym

Teachers (expect) (like) other teachers in a public school gym during a basketball game to do:

	Expect	Like
A great deal of disciplining	(5)___	(5)___
A lot of disciplining pupils	(4)___	(4)___
A moderate amount of disciplining	(3)___	(3)___
A slight amount of disciplining	(2)___	(2)___
Little or no disciplining pupils	(1)___	(1)___

(continued)

		Expect	Like
49. Visiting with other teachers on playground Teachers (expect) (like) other teachers on the public school playground to do:	A great deal of visiting with	(5)___	(5)___
	A lot of visiting with teachers	(4)___	(4)___
	A moderate amount of visiting	(3)___	(3)___
	A slight amount of visiting with	(2)___	(2)___
	Little or no visiting with	(1)___	(1)___
50. Cooperating with other teachers in school Teachers (expect) (like) other teachers in a public school to do:	A great deal of cooperating with	(5)___	(5)___
	A lot of cooperating with	(4)___	(4)___
	A moderate amount of cooperating	(3)___	(3)___
	A slight amount of cooperating	(2)___	(2)___
	Little or no cooperating with	(1)___	(1)___

WHAT WOULD YOU ACTUALLY DO? (page 8A)

		I would do
51. Watching pupils during study period In general, during a study period I would do:	A great deal of watching pupils	(5)___
	A lot of watching pupils	(4)___
	A moderate amount of watching pupils	(3)___
	A slight amount of watching pupils	(2)___
	Little or no watching pupils	(1)___
52. Supervising pupils in a classroom test In general, during a classroom test I would do:	A great deal of supervising pupils	(5)___
	A lot of supervising pupils	(4)___
	A moderate amount of supervising pupils	(3)___
	A slight amount of supervising pupils	(2)___
	Little or no supervising pupils	(1)___
53. Singing during a classroom singing period In general, during a classroom singing period I would do:	A great deal of singing with pupils	(5)___
	A lot of singing with pupils	(4)___
	A moderate amount of singing with pupils	(3)___
	A slight amount of singing with pupils	(2)___
	Little or no singing with pupils	(1)___
54. Ignoring pupils misbehaving in a classroom In general, in a classroom, I would do:	A great deal of ignoring misbehavior	(5)___
	A lot of ignoring misbehavior	(4)___
	A moderate amount of ignoring	(3)___
	A slight amount of ignoring misbehavior	(2)___
	Little or no ignoring misbehavior	(1)___
55. Keeping pupils quiet in the library In general, in the library, I would do:	A great deal of keeping pupils quiet	(5)___
	A lot of keeping pupils quiet	(4)___
	A moderate amount of keeping pupils	(3)___
	A slight amount of keeping pupils quiet	(2)___
	Little or no keeping pupils quiet	(1)___

(continued)

		I would do
56. Speaking out at PTA meeting in the auditorium	A great deal of speaking out	(5)___
	A lot of speaking out	(4)___
	A moderate amount of speaking out	(3)___
In general at a PTA meeting in the auditorium, I would do:	A slight amount of speaking out	(2)___
	Little or no speaking out	(1)___
57. Policing the halls	A great deal of policing halls	(5)___
	A lot of policing halls	(4)___
In general, in the public school halls, I would do:	A moderate amount of policing halls	(3)___
	A slight amount of policing halls	(2)___
	Little or no policing halls	(1)___
58. Disciplining pupils during basketball game in gym	A great deal of disciplining pupils	(5)___
	A lot of disciplining pupils	(4)___
In general, during a basketball game in the gym, I would do:	A moderate amount of disciplining	(3)___
	A slight amount of disciplining pupils	(2)___
	Little or no disciplining pupils	(1)___
59. Visiting with other teachers on playground	A great deal of visiting with teachers	(5)___
	A lot of visiting with teachers	(4)___
	A moderate amount of visiting with	(3)___
In general, on the public school playground, I would do:	A slight amount of visiting with	(2)___
	Little or no visiting with teachers	(1)___
60. Cooperating with other teachers in school	A great deal of cooperating with	(5)___
	A lot of cooperating with teachers	(4)___
	A moderate amount of cooperating with	(3)___
In general, in the public school, I would do:	A slight amount of cooperating with	(2)___
	Little or no cooperating with teachers	(1)___

(page 9)

On this page you are asked to rate Parents, Pupils, School Officials, and Teachers for selected characteristics. Note that four separate answers (one for each group) are required for each characteristic.

EXPERTNESS - How expert are parents, pupils, school officials and teachers on the subject of teacher behavior? How much do these groups know about what you do as a teacher?

	61. Parents	62. Pupils	63. Sch. Offs.	64. Teachers
They know a great deal about teachers	(5)___	(5)___	(5)___	(5)___
They know a lot about teachers	(4)___	(4)___	(4)___	(4)___
They know a moderate amount about	(3)___	(3)___	(3)___	(3)___
They know a slight amount about	(2)___	(2)___	(2)___	(2)___
They know little or nothing about	(1)___	(1)___	(1)___	(1)___

(continued)

LEGITIMACY - To what extent do parents, pupils, school officials and teachers have a right to tell you what to do as a teacher?

	65. Parents	66. Pupils	67. Sch. Offs.	68. Teachers
They have a great deal of right	(5)___	(5)___	(5)___	(5)___
They have a lot of right	(4)___	(4)___	(4)___	(4)___
They have a moderate amount of right	(3)___	(3)___	(3)___	(3)___
They have a slight amount of right	(2)___	(2)___	(2)___	(2)___
They have little or no right	(1)___	(1)___	(1)___	(1)___

REWARDING - How much are parents, pupils, school officials and teachers able to reward you for the things you do as a teacher? Taking into consideration compliments, gifts, salary, and all other rewards, how much are these groups capable of rewarding you as a teacher?

	69. Parents	70. Pupils	71. Sch.Offs.	72. Teachers
They can reward a great deal	(5)___	(5)___	(5)___	(5)___
They can reward a lot	(4)___	(4)___	(4)___	(4)___
They can reward a moderate amount	(3)___	(3)___	(3)___	(3)___
They can reward a slight amount	(2)___	(2)___	(2)___	(2)___
They can reward little or none	(1)___	(1)___	(1)___	(1)___

PUNISHING - How much are parents, pupils, school officials and teachers able to punish you for the things you do as a teacher? Taking into consideration criticisms, threats, and all other punishments, how much are these groups capable of punishing you as a teacher?

	73. Parents	74. Pupils	75. Sch.Offs.	76. Teachers
They can punish a great deal	(5)___	(5)___	(5)___	(5)___
They can punish a lot	(4)___	(4)___	(4)___	(4)___
They can punish a moderate amount	(3)___	(3)___	(3)___	(3)___
They can punish a slight amount	(2)___	(2)___	(2)___	(2)___
They can punish little or none	(1)___	(1)___	(1)___	(1)___

ATTRACTIVENESS - How attractive (friendly and likeable) are parents, pupils, school officials and teachers as persons?

	77. Parents	78. Pupils	79. Sch.Offs.	80. Teachers
They are very attractive as persons	(5)___	(5)___	(5)___	(5)___
They are moderately attractive	(4)___	(4)___	(4)___	(4)___
I feel neutral about them as persons	(3)___	(3)___	(3)___	(3)___
They are not too likeable as persons	(2)___	(2)___	(2)___	(2)___
They are repulsive as persons	(1)___	(1)___	(1)___	(1)___

APPENDIX B

COGNITIVE ACCURACY: AN ADDENDUM ON METHOD FOR THE CORRECTION OF BIASES IN THE FINDINGS

Assessing Accuracy

Subsequent to the statistical analysis of data, certain shortcomings of the methodology became apparent for the first time. It appeared that two types of distortion had been introduced into the findings. These distortions stemmed from (1) the inadequacy with which assigned scale point values represented sentient object positions and (2) a built in bias where comparisons involved one extreme scale point value. The first type of distortion involved a random error that might have been ignored since it alone did not account for a very substantial portion of the distorted findings. The latter distortion, on the other hand, involved biasing the results in the predicted direction far more often than in the reverse direction. The reliability of findings was directly involved since, some reversals were expected and all of the significant findings were reported and analyzed regardless of their direction. In some cases both types of distortion combined to make findings of significant differences highly suspect. Although investigation showed the number of questionable findings was small, it was decided to lable all findings as artifacts that might have resulted solely from these distortions (see, e.g. table 4.3, item 4A; ff.).

Errors in Positional Representation

The procedure of rounding-off mean scores to the nearest scale point value for each scaled behavior framework studied, resulted in some distortion of findings concerning the relative accuracy of teacher role perceptions. The procedure was consistent with the theoretical orientation adopted, since individuals, not groups or positions, attribute cognitions to other persons or positions. It was deemed appropriate to compute disparity scores for each individual teacher. The disadvantage was that some positions were better represented by a single scale point value than were other positions.

For example, if the mean expectation held by parents for particular item of teacher behavior was computed to be 1.51 in the prior study, our method required that this be rounded off to the scale point 2. All teacher attributions of expectations to the parent position for that item were then subtracted from the scale value of 2. If for the same item the mean score for school official's expectations was 1.82, the school official position would in general be better represented by the identical scale point than would the parent position. In a comparison between equally accurate sets of disparity ranks computed from cognitions attributed by teachers to parents and school officials, attributions to school officials would be biased toward less disparity. The net result of such a biased comparison could be to confirm the distance hypothesis in a case where such confirmation would be questionable. (Because N was typically large in these comparisons, relatively small mean differences were often associated with statistical significance.) In an overall report of findings, however, particular comparisons biased in one direction would tend to be balanced by comparisons biased in the other direction (see e.g., table 2.3, cf. table 4.1). Whereas the overall findings would tend to be unaltered by such error, the direction of bias for particular comparisons had to be determined before consistent content patterns could be established.

To assess errors stemming from rounding off mean scores, a code was developed to label any findings that might be biased, as Type 1 artifacts.

All findings were coded as possible artifacts where assigned scale points were not equally representative of the positions in question. Positional representation was discriminated in terms of the proximity or distance of an original mean score from the assigned scale point for that position. Hence mean scores were considered in the proximal range where they were less than plus or minus .25 of an assigned scale point or in the distal range where they were greater than plus or minus .25 of an assigned scale point.

Table B.1

Proximal and Distal Ranges for Coding
Positional Representation

Intervals for Mean Points of Own Cognitions		Assigned Scale Points Determining Teach. Accuracy	Range of Assigned Scale Points
1.00 - 1.24	.25	1	Proximal
1.25 - 1.74	.50	1 or 2	Distal
1.75 - 2.24	.50	2	Proximal
2.25 - 2.74	.50	2 or 3	Distal
2.75 - 3.24	.50	3	Proximal
3.25 - 3.74	.50	3 or 4	Distal
3.75 - 4.24	.50	4	Proximal
4.25 - 4.74	.50	4 or 5	Distal
4.75 - 5.00	.25	5	Proximal

Table B.1 shows the mean intervals which might have been encountered and which provided a basis for coding and adjusting findings reported in this appendix. For coding purposes all comparisons were categorized into one of three distinct modes of positional representation, and then each category was subdivided into four conditions of scale point assignment. Utilizing the ranges of assigned scale points designated "proximal" and "distal" in Table 2.1, the following categories describe three distinct modes of positional representation:

1. Category 1 applied when both positions to be compared were represented by scale points where the computed means for both positions were within the proximal range of assigned scale points.

2. Category 2 applied when one position to be compared was represented by a scale point where the computed mean for that position was within the proximal range of the assigned scale point and where the other position's computed mean was within the distal range of the assigned scale point.

3. Category 3 applied when both positions to be compared were represented by scale points where the computed means for both positions were in the distal range of assigned scale points.

All comparisons of positionally attributed disparities can be categorized into one of the afore mentioned modes. In this connection, it must be emphasized that only those comparisons falling into Category 2 were likely to produce the spurious results labeled as Type 1 artifacts (see table 2.2). In category 1, both assigned scale points were about equally representative of positions compared and hence required no adjustment of findings. In Category 3, both assigned scale points were about equally unrepresentative of positions compared and hence also required no adjustment of findings. The establishment of cut-off points for labeling own mean scores as either proximal or distal was, as always, an arbitrary business. It was felt that on the whole the codes established for adjusting selected comparisons substantially improved the reliability of reported findings.

Each of the three categories was further broken down into four conditions of scale point similarity or difference, i.e., each of the three categories could contain cases of the same four conditions:

.1 Where conflict existed for compared positions and assigned scale points were different.

.2 Where conflict existed for compared positions and assigned scale points were identical.

.3 Where no conflict existed for compared positions and assigned scale points were different.

.4 Where no conflict existed for compared positions and assigned scale points were identical.

By adding the numerical designations for each condition of scale point similarity or difference to the numerical designation of the modes of positional representation, it was possible to code each comparison for all characteristics necessary to the assessment of findings. Table B.2 gives a breakdown on all adjustments made in the findings by both the mode of positional representation and various conditions of scale point similarity and difference. The first number of the code always refers to the mode of positional representation and the second number (behind the decimal) always refers to the condition of scale point similarity or difference. For instance, a code of 2.1 indicates (1) that the position compared were unequally represented by their assigned scale points, (2) that a conflict exists (i.e. cognitions reported by sentient object positions were significantly different), and (3) that different scale points were assigned to the positions.

Table B.2

The Effects of Type 1 and Type 2 Artifacts on All Comparisons Between Ranked Sets of Positionally Attributed Disparities.

	Mode and Condition For Rounding Off Own Mean Scores.	Possible Assigned Scale Points		Artifacts		Change in Predicted Direction
				Type 1	Type 2	
Category 1	Means for X and Y both in Proximal range (P) 1.1 Conflict 1.3 No Conflict	X>Y	2>1;3>1		AX>AY=-p	Reduced 1-
			5>4		AX<AY=+p	Increased 1+
			3>2;4>3		AX=AY=No	No Change
		X<Y	1<2;1<3		AX<AY=+p	Increased 1+
			4<5		AX>AY=-p	Reduced 1-
			2<3;3<4		AX=AY=No	No Change
	1.2 Conflict 1.4 No Conflict	X=Y	1=1-5=5		AX=AY=No	No Change
Category 2	One mean in Proximal range (P) Other mean in Distal range (D) 2.1 Conflict	X>Y	2>1;3>1	XP+YD=>AX=-p	AX>AY=-p	Reduced 2-
				XD+YP=>AY=+p		Balanced
			5>4	XP+YD=>AX=-p	AX<AY=+p	Balanced
				XD+YP=>AY=+p		Increased 2+
			3>2;4>3	XP+YD=>AX=-p	AX=AY=No	Reduced 1-
				XD+YP=>AY=+p		Increased 1+
	2.3 No Conflict	X<Y	1<2;1<3	XP+YD=>AX=-p	AX<AY=+p	Balanced
				XD+YP=>AY=+p		Increased 2+
			4<5	XP+YD=>AX=-p	AX>AY=-p	Reduced 2-
				XD+YP=>AY=+p		Balanced
			2<3;3<4	XP+YD=>AX=-p	AX=AY=No	Reduced 1-
				XD+YP=>AY=+p		Increased 1+
	2.2 Conflict 2.4 No Conflict	X=Y	1=1-5=5	XP+YD=>AX=-p	AX=AY=No	Reduced 1-
				XD+YP=>AY=+p		Increased 1+
Category 3	Means for X and Y both in Distal range (D)	X>Y	2>1;3>1		AX>AY=-p	Reduced 1-
			5>4		AX<AY=+p	Increased 1+
			3>2;4>3		AX=AY=No	No Change
		X<Y	1<2;1<3		AX<AY=+p	Increased 1+
			4<5		AX>AY=-p	Reduced 1-
			2<3;3<4		AX=AY=No	No Change
	3.2 Conflict 3.4 No Conflict	X=Y	1=1-5=5		AX=AY=No	No Change

Note: X represents the most distant and Y the least distant position in any comparison. "A" stands for accuracy to X or Y; "D" after X or Y indicates its mean score was in the Distal Range, whereas "P" indicates the Proximal Range. A -p indicates that the artifact reduced the level of significance in the predicted direction and +p indicates an increased level of significance.

Comparisons with Extreme Scale Points

An additional artifact was introduced into the findings as a result of ignoring sign in the ranked disparity scales. The Mann-Whitney z_U statistic compared sets of ranked values to determine the significance of difference between central tendencies in the two distributions. It was recognized prior to statistical analysis that where different scale points were assigned to positions to be compared for accurate attribution, the scales of ranked disparities would be of unequal length. The larger scale would thus tend to bias the results of statistical analysis in favor of the smaller scale. The problem of comparability was then partially resolved by summing the more disparate scores of the larger scale at the point of greatest disparity for the smaller scale. The solution was satisfactory when comparisons involved different scale point values of intermediate range such as "2", "3", or "4". However, when comparisons involved one extreme scale value, such as "1", or "5", with another scale value of intermediate range, the solution was not satisfactory (see Figure 2.1).

To illustrate the problem, let us assign an intermediate scale point value "2" to position X and an extreme scale point value of "1" to position Y. In Figure 2.1, the comparison with one extreme scale value reveals the biased relationship between ranked disparity scales for positions X and Y. For position X, all attributions of "2" have a disparity of zero and are ranked first whereas attributions of both "1" and "3" are summed in the second rank, since they are equally disparate. The attributions summed in the second rank, of the disparity scale, could by chance alone tend to emphasize the greater accuracy of attributions to position X, while the attributions summed in rank four for position Y would tend to emphasize the inaccuracy of attributions to that position. Where teachers might in fact be equally accurate to both position, a statistical test of central tendencies between the rankd distributions would produce a lower mean disparity for position X. The difference between equally accurate distributions might not be significant, but a lower mean disparity would be indicative of the bias built into a comparison of ranked distributions in disparity scales involving one extreme scale point.

This built in bias was not forseen prior to the statistical analysis. It was felt that any findings that could have resulted solely from this artifact should also be labeled appropriately. Thus whenever an extreme scale point value was involved in a comparison with a less extreme value, the comparison was noted as a possible Type 2 artifact. All such comparisons are labeled in the findings, whenever statistically significant differences might have resulted solely from this bias.

In Table 2.2 developed for the assessment of findings, the more distant position in any comparison is designated X, and the least distant position is designated Y. All relationships germain to the acceptance or rejection of findings reported in this appendix are described in the table. In all three categories, conditions one and three are treated identically as are conditions two and four. The only reason for differentiating the code where the treatment of comparisons is identical, is to assure that conflict situations will be given special attention in the findings. Conditions 1.1 and 1.3 are similar in that the scale points assigned were of different values, but in condition

Figure 2.1

Comparisons With and Without Extreme Scale Point Values

Disparity Ranks	1	2	3	4	Disparity Ranks	1	2	3	4
Degree of Disparity	0	±1	+2	+3	Degree of Disparity	0	±1	±2	+3
Att. to X	(2)	1+3	4	5	Att. to X	(3)	2+4	1+5	--
Att. to Y	(1)	2	3	4+5	Att. to Y	(2)	1+3	4+5	--

Note: Cells of the disparity ranks indicate two ways in which response frequencies on the five point scale would be summed to compute the disparity scales for positions X and Y.

1.1 the assigned scale points reflect an existent conflict (a significant difference between positional means). In condition 1.3, on the other hand, the assigned scale points, although different, do not reflect an existant conflict, which indicates that means rounded off to different scale points were not as representative of positional differences, (distributions were not as significantly different) as in cases of existent conflict. A methodologically biased comparison would be more serious in a case where mean points reflected significant differences in the distribution of own scores, since assigned scale points would be more likely to reflect real differences between the positions involved. There were also several cases where conflicts existed but where assigned scale points were identical (see conditions 1.2, 2.2, 3.2). In these cases no adjustment of findings was necessary since equally divergent tendencies of attributed values were balanced by ignoring sign and only the weights of the attributed disparity scales at each rank determined which scale was the most accurate.

It must be emphasized here that although there were numerous comparisons potentially effected by Type 1 and Type 2 artifacts, a relatively small proportion of the findings were so questionable that they had to be labeled. All potential artifacts in the findings are reported if and only if significant differences could have been attributed solely to methodological biasing. Whereas better than half (198 out of 360) of all comparisons between attributions to pairs of positions involved one or both of the artifacts, in some degree, only about 17 per cent of all findings were questionable and only 8 per cent were probable distortions of statistically significant findings. Comparisons involving either or both artifacts tended often to reduce significance in the predicted direction for both cognition types but involved attributed norms more often than attributed expectations. The greater tendency for artifacts to reduce significance in the predicted direction resulted from the bias in Type 1 artifacts, which in nine out of ten cases (or for 45 out of 50 comparisons affected) tended in that direction.

No consideration was given to non-significant findings that might have been significant were it not for artifacts. Table 2.3 presents the overall adjustments for all probable errors among the findings. Significant differences in either direction ($p < .05$), that were questionable, were adjusted as non-significant. After all adjustments were made, (1) findings of no significant difference were increased by 12 per cent, (2) findings of significant reversals were reduced by 20 per cent, and (3) findings of significance in the predicted direction were reduced by 6 per cent. None of these adjustments appear in the reports of findings presented in Chapter IV. All findings were labeled to indicate the direction of bias for any particular comparison. Whereas the proportion of questionable findings was small, and only slightly altered the overall pattern of significant differences, their assessment was vital to the differentiation of distinctive patterns among the various content areas outlined in Chapter IV.

• Table . B.3

Adjusted Distribution of Significant Differences for Accuracy of Attributed Norms and Expectations

Direction of Accuracy		Combi-nation	Pupils X Parents	Pupils X Sch. Off.	Pupils X Teachers	Parents X Sch. Off.	Parents X Teachers	Sch. Off. X Teachers	Totals	Percentage Change	
										By Cognitions Type	Over-all
Predicted Direction	E	14	3	8	15	9	14	7	70	-4%	-6%
	N	18	13	18	19	10	13	7	98	-8%	
No Test	E	16	21	18	14	19	14	16	118	+11%	+12%
	N	10	15	11	8	19	13	13	89	+13%	
Reversed Direction	E	0	6	4	1	2	2	7	22	-29%	-20%
	N	2	2	1	3	1	4	10	23	-8%	
Totals		60	60	60	60	60	60	60	420		-10%

Note: Table B.3 presents adjustments made for artifacts in findings cf. Table 4.1; the percentage change is based on the differences between these tables. The columns discriminate adjusted findings for positional comparisons and the rows display those findings by direction of accuracy. E = attributed expectations, N = attributed norms.

APPENDIX C

MEAN DISPARITIES FOR ACCURACY OF AND CONFORMITY TO INTER-POSITIONALLY ATTRIBUTED COGNITIONS

Table C.1

Items Used for Attributed Cognition Questions

Item Number	Form	Item
1	A	Watching pupils during study period
2	A	Supervising pupils in a classroom test
3	A	Singing during a classroom singing period
4	A	Ignoring pupils misbehaving in a classroom
5	A	Keeping pupils quiet in the library
6	A	Speaking out at PTA meetings in the auditorium
7	A	Policing the halls
8	A	Disciplining pupils during basketball games in the gym
9	A	Visiting with other teachers on the playground
10	A	Cooperating with other teachers in school
11	B	Visiting with other teachers during study period
12	B	Watching for cheaters during a classroom test
13	B	Having pupils sing solos during a classroom singing period
14	B	Telling misbehaving pupils in the classroom to stop talking
15	B	Doing own studying and grading in the library
16	B	Attending PTA meetings in the auditorium
17	B	Allowing pupils to explore during experiments in the laboratory
18	B	Kibitzing during basketball game in gym
19	B	Supervising on the playground
20	B	Cooperating with the principal in school
21	C	Reading own books during study period
22	C	Leaving the room during a classroom test
23	C	Grading papers during a classroom singing period
24	C	Threatening pupils misbehaving in the classroom
25	C	Choosing books for pupils in the classroom
26	C	Visiting with parents during PTA meetings in the auditorium
27	C	Being partisan during football game on athletic field
28	C	Disciplining pupils in the cafeteria
29	C	Doing menial tasks during basketball game in the gym
30	C	Participating in community activities out of school

Table C.2

Mean Disparities for Attributed Cognitions Reported by Teachers

	Pupils		**Parents**		**Sch. Offs.**		**Teachers**	
Items	Expect.	Norms	Expect.	Norms	Expect.	Norms	Expect.	Norms
1	2.08	1.78	1.80	1.73	1.75	1.69	1.77	1.80
2	2.31	1.87	1.78	1.78	1.70	1.70	1.65	1.64
3	1.91	1.81	1.97	1.91	1.95	1.61	1.98	1.55
4	1.84	2.07	1.85	1.89	1.70	1.67	1.62	1.58
5	1.75	2.06	1.91	2.18	1.69	1.68	1.74	1.63
6	1.78	1.85	1.70	1.80	1.89	1.67	2.32	1.80
7	1.94	1.88	1.96	1.97	1.94	1.95	1.58	1.65
8	1.66	2.04	1.84	1.80	1.67	1.68	2.01	1.66
9	1.67	1.77	1.78	1.68	1.81	1.67	1.44	1.92
10	1.81	1.76	1.73	1.70	1.59	1.45	1.82	1.62
11	1.87	2.09	1.95	1.81	1.75	1.62	2.43	2.29
12	1.87	2.26	2.21	1.90	2.08	2.08	1.78	1.92
13	1.98	1.93	2.01	2.07	1.92	1.95	1.87	1.89
14	1.80	1.84	1.99	1.81	1.75	1.87	1.74	1.75
15	1.76	1.89	1.98	2.04	2.27	2.07	1.64	1.70
16	1.93	1.98	1.86	1.81	1.80	1.79	1.99	1.75
17	1.78	1.77	1.82	1.97	1.60	1.79	1.50	1.63
18	2.10	2.17	2.06	1.92	1.93	1.90	1.86	1.79
19	1.83	2.28	1.84	1.77	1.76	1.77	1.75	1.89
20	1.74	1.86	1.40	1.50	1.32	1.23	1.64	1.71
21	2.01	2.22	2.16	1.98	1.91	1.69	2.12	1.98
22	1.52	2.24	1.47	1.26	1.35	1.18	1.52	1.38
23	2.01	1.97	1.97	1.93	1.67	1.44	1.87	1.72
24	1.84	1.73	1.99	2.15	1.80	1.86	1.90	1.81
25	1.90	1.78	1.86	1.83	1.65	1.62	1.61	2.04
26	1.93	2.06	1.87	1.83	2.03	1.87	1.47	1.56
27	1.92	2.14	1.88	1.93	1.80	1.81	1.70	1.67
28	1.73	1.94	1.86	1.61	1.70	1.73	1.64	2.14
29	2.01	1.99	2.06	2.00	2.06	2.06	1.79	1.81
30	1.75	1.99	1.85	1.82	1.71	1.74	1.51	1.51

Table C.3

Mean Disparities for Behaviors Reported by Teachers

	Pupils		Parents		Sch. Offs.		Teachers	
Items	Expect.	Norms	Expect.	Norms	Expect.	Norms	Expect.	Norms
1	1.87	2.18	1.84	1.71	1.77	1.74	1.56	1.54
2	1.69	2.29	1.82	1.76	1.66	1.61	1.57	1.58
3	1.85	1.86	1.86	1.80	1.66	1.63	1.64	1.48
4	1.84	2.01	1.77	1.80	1.55	1.56	1.48	1.45
5	1.76	2.11	1.76	1.83	1.60	1.54	1.61	1.50
6	2.24	2.02	1.94	1.92	1.90	1.87	1.65	1.71
7	1.99	2.13	1.89	1.89	1.84	1.85	1.60	1.57
8	1.74	1.89	1.76	1.73	1.63	1.69	1.50	1.47
9	1.71	1.79	1.75	1.75	1.67	1.71	1.51	1.45
10	1.70	1.85	1.60	1.64	1.53	1.50	1.51	1.42
11	1.90	2.00	1.92	1.64	1.75	1.60	1.86	1.66
12	1.88	2.20	1.87	1.82	1.68	1.69	1.50	1.57
13	1.79	1.86	1.84	1.82	1.64	1.70	1.55	1.57
14	1.93	2.07	1.95	1.90	1.74	1.78	1.52	1.60
15	1.95	1.90	1.97	1.97	1.75	1.80	1.73	1.69
16	1.86	1.96	2.03	2.02	1.98	1.96	1.78	1.84
17	1.80	2.13	1.81	1.91	1.54	1.67	1.58	1.53
18	2.06	2.09	1.96	1.76	1.81	1.67	1.67	1.54
19	1.85	2.20	1.99	2.04	1.79	1.80	1.56	1.77
20	1.47	1.81	1.53	1.54	1.43	1.33	1.39	1.44
21	1.90	1.90	2.04	1.72	1.61	1.65	1.60	1.56
22	1.44	2.22	1.46	1.35	1.36	1.26	1.45	1.31
23	1.70	1.67	1.74	1.59	1.49	1.40	1.55	1.41
24	1.93	1.80	1.95	1.73	1.62	1.70	1.68	1.62
25	1.82	1.79	1.84	1.79	1.59	1.53	1.50	1.44
26	1.88	2.13	1.86	1.76	1.79	1.86	1.54	1.54
27	2.02	2.08	1.86	1.91	1.75	1.63	1.63	1.50
28	1.84	2.03	1.83	1.76	1.73	1.75	1.57	1.49
29	1.84	1.83	1.85	1.83	1.88	1.81	1.70	1.72
30	1.87	1.86	1.87	1.91	1.74	1.86	1.53	1.51

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